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ABSTRACT

Intended as a resource for California community colleges and districts in assessing and improving family and consumer science (FCS) programs, this program plan provides information on current trends affecting the delivery of FCS programs and guidelines for assessing and developing new comprehensive or specialized programs. Following letters of transmittal, an introduction is provided to the program plan, highlighting its history, organization, philosophical and fiscal support, accountability and reporting framework, taxonomy of courses, and mission and goals. Next, the purpose and goals, career opportunities, curriculum, courses and core components, and program development and review standards are described for the following FCS areas: (1) fashion; (2) interior design/merchandising; (3) life management; (4) lifespan education (i.e., instruction in the areas of child development, family studies, and gerontology); and (5) nutrition, foods, and hospitality. The goals, responsibilities, course numbering system, and processes for articulating FCS programs with other levels are then described, focusing on participating high schools, community colleges, regional occupational centers, Tech Prep programs, Bachelor degree granting institutions, and community agencies. Next, the integrated Secretary's Commission on Achieving Necessary Skills (SCANS) competencies are detailed for each program area. Finally, a self-study and assessment instrument developed for FCS programs is provided and explained. Appendixes include lists of program plan committees and glossary of terms. Directories of professional and trade organizations and the California Community College directory of FCS and related program areas and program coordinators are attached. (TGI)

ED 398 985

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California Community College Family and Consumer Sciences Program Plan 1996

Interior Design/ Merchandising

Nutrition, Foods and Hospitality

CCC Family and Consumer Sciences

Fashion

Lifespan (Child Development, Family Studies, Gerontology)

Life Management

Including

Directory of Professional and Trade Organizations

Directory of Family and Consumer Sciences and Related Program Areas and Program Coordinators

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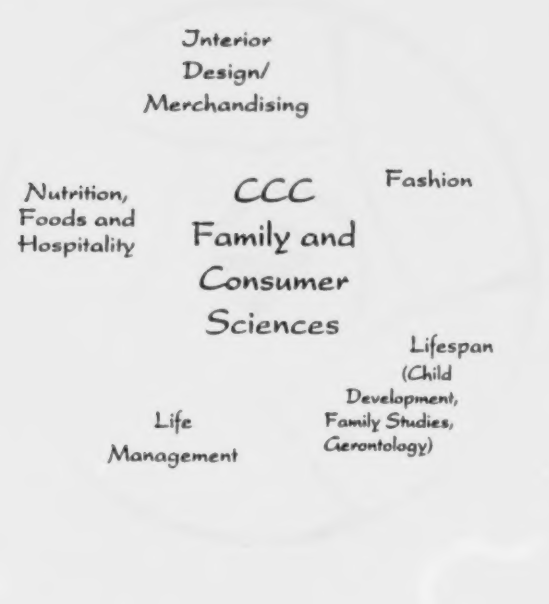
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Fashion
Lifespan (Child Development, Family Studies, Gerontology)
Life Management

California Community Colleges Family and Consumer Sciences Program Plan 1996

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DAVID MERTES, CHANCELLOR
CALIFORNIA COMMUNITY COLLEGES

April, 1996

The *California Community College Family and Consumer Sciences Program Plan, 1996* is an important resource. It provides guidelines and standards for local program improvement which address student and community goals and which have been endorsed by the Board of Governors, COCCC:

Community college priorities of

- General education
- Vocational/occupational preparation
- Transfer education

are each accommodated through the *Program Plan*. Essential partnerships between education and business, industry and the public sector are encouraged to keep curriculum current and relevant and prepare students to be productive participants in California's changing workforce and in society.

Through local college utilization of the *Program Plan*, students can know that their education will be comparable regardless of the community college they choose to attend; employers can be assured job skills and general education will be consistent from one college to another.

It is hoped this publication will be a useful resource.

David Mertes

David Mertes, Chancellor
California Community Colleges

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April, 1996

The *California Community College Family and Consumer Sciences Program Plan 1996*, has turned many corners since it was first developed in 1985. Yet, the standards and guidelines initially established are as valid today as they were then. As is true with all curriculum, revisions were essential to keep the *Program Plan* relevant and lead to instructional programs which will prepare students for the future.

Revised in 1989, 1992 and now, again in 1996, the *Program Plan* is the product of hundreds of professionals from education and industry. Through their efforts, the *Program Plan* is a plan for the year 2000 and in tune with recent changes including those introduced through the Carl D. Perkins Vocational and Applied Technology Education Act, and the *California State Plan for Carl D. Perkins Vocational and Applied Technology Education Act Funds 1994-96.*

Colleges are encouraged to use the *Program Plan* to review current offerings in the program areas of: Fashion, Interior Design/Merchandising, Life Management, Lifespan (Child Development, Family Studies, Gerontology) and Nutrition, Foods and Hospitality. The *Program Plan* is an important basis for articulated and Tech Prep programs and can simplify those processes.

The Chancellor's Office is pleased to have sponsored the initial development and continued improvement of the *California Community College Family and Consumer Sciences Program Plan*. Local colleges are encouraged to implement the *Program Plan* as an important guide for program improvement.

Sincerely,

Phoebe K. Helm

Phoebe Helm, Vice Chancellor
Economic Development and Vocational Education

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Interior Design/ Merchandising

Nutrition, Foods and Hospitality

CCC Family and Consumer Sciences

Fashion

Lifespan (Child Development, Family Studies, Gerontology)

Life Management

CALIFORNIA COMMUNITY COLLEGE FAMILY AND CONSUMER SCIENCES PROGRAM PLAN

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INTRODUCTION

The *California Community College Family and Consumer Sciences Program Plan* was designed to be a useful tool for local colleges/districts. Sponsored by the Chancellor's Office, California Community Colleges, development and revision of he *Program Plan* have been supported by Carl D. Perkins Vocational Education Act VEA) and the 1990 amendment, Carl D. Perkins Vocational and Applied Technology Education Act (VATEA) funds.

The *Program Plan* is intended to help a college/district assess its existing Family and Consumer Sciences Program in the five areas of: Fashion, Interior Design/Merchandising, Life Management, Lifespan (Child Development, Family Studies, Gerontology) and Nutrition, Foods and Hospitality. Used for this purpose, it provides guidelines which can lead to program improvement.

The *Program Plan* can also help a college develop curriculum, introduce new programs and expand specializations within the five program areas to serve the needs of changing student populations, communities and the workforce.

Through the *Program Plan*, community college students statewide may be ensured that their course of study and preparation for either occupational skills or lifelong learning are comparable, regardless of the college they attend. Employers can feel confident that the occupationally trained student will have similar competencies regardless of the community college which provided the training.

Program Plan curriculum has been designed to ensure that it addresses current educational priorities and mandates which include SCANS (Secretary's Commission on Achieving Necessary Skills), all aspects of the industry, integration of academics and vocational education, sequencing of courses, work based learning, articulation, Tech Prep, equal access and learning styles.

Program guidelines were developed with extensive involvement of local college, secondary and four year college and university professionals and representatives from business/industry and the public sector. All had expertise in specialized areas of Family and Consumer Sciences and other academic areas and student services. The *Program Plan* is flexible to meet the varied needs of communities, individuals and families and the local labor market. The *Program Plan* is not prescriptive, but rather a guideline which can help individual colleges/districts benefit from the experiences of successful and innovative Family and Consumer Sciences Programs in California community colleges and a standard which can lead to successful realization of individual goals and expectations.

HISTORY

The *Program Plan* for California Community College Home Economics (now identified as Family and Consumer Sciences) was first produced in 1984-85. It was the culmination of an intensive effort on the part of many Family and Consumer Sciences and related professionals. The *Program Plan* has been a standard for excellence for California community college Family and Consumer Sciences and related program areas and a model for other disciplines and support services. The Mission and Goals, page 12, developed for the original *Program Plan*, are as relevant today as they were in 1985. They have continued to influence the focus and direction for the five program areas. The original *Program Plan* architects cautioned that attention must be directed toward keeping the *Program Plan* relevant, current and vital. This philosophy has continued to guide the Chancellor's Office, California Community Colleges and leading committees, most notably, the Consumer/Home Economics State Advisory Committee and the Home Economics Professional Development Committee, both of which have been instrumental in assessing and advising on the need for *Program Plan* implementation and revision. (Committee members are listed in Appendix A).

In 1989, a Task Force of sixty-five selected Family and Consumer Sciences instructors, practitioners and resource professionals was convened to assess the currency of the *Program Plan* and make recommendations for revision. A revised *Program Plan* was distributed to 107 colleges/71 districts in 1990.

A second revision of the *Program Plan* was completed in 1991-92. Input was collected through subject matter sessions during an April 1991 *Leadership: 2000* retreat and the October 1991 California Community College Consumer Home Economics and Early Childhood Educators *Kaleidescopic Views* statewide conference. In April 1992, a Task Force of forty-five selected Family and Consumer Sciences and interdisciplinary instructors and industry practitioners revised the *Program Plan*. Their priority focus was on interdisciplinary trends and curriculum relevant to Family and Consumer Sciences subject matter and guidelines for minimum qualifications for instructors based on the recommendations of the California Community College Academic Senate. Other major factors of influence stimulated additional review. These included the Carl D. Perkins 1990 Vocational and Applied Technology Education Act amendments and the *California State Plan for Carl D. Perkins VATEA Funds 1991-1994*, critical societal issues and trends, expanded emphasis on articulation and Tech Prep and a changing California work force.

This third revision incorporates recommendations made by Family and Consumer Sciences and related professionals gathered through professional development activities between Fall 1992 and Spring 1995. These included the *Fitting the Pieces Together* subject matter forums held throughout the state in 1993 and the statewide conference *Shaping the Future: A Plan for the Year 2000* in the Spring of 1994 with its resultant *Issues and Answers* publication. Recommendations were synthesized at a strategic planning retreat in March 1995 with focus on access and success for all students, integration of academic and vocational curriculum and workplace relevance in education through integration of basic skills and SCANS competencies. These summaries were brought to a 50 member Task Force meeting in September, 1995. Members included community college Family and Consumer Sciences and related faculty and administrators, academic community college faculty, special populations consultants, secondary and university faculty and business/industry representatives. (Contributors to this process are included in Appendix A.) The 1996 revised *Program Plan* was completed through team effort and consensus decisions.

ORGANIZATION

The *California Community College Family and Consumer Sciences Program Plan, 1996* includes a variety of sections. These have been color coded for easy reference. All content relevant to each of the five program areas are grey. These include: Introduction, Articulation and Appendixes. Grey index tabs titled SCANS and Self-Study and Assessment are also included. Pages for insertion into these sections will be sent by Long Beach City College for SCANS and Diablo Valley College for Family and Consumer Sciences (FCS) Self-Study and Assessment system in the Spring of 1996. The Family and Consumer Sciences program areas are indexed and color coded as follows: Fashion: lavender, Interior Design/Merchandising: blue, Life Management: pink, Lifespan (Child Development, Family Studies, Gerontology): yellow, Nutrition, Foods and Hospitality: green. Each of the five program sections is self-contained and along with the generic sections can provide a guideline for that specific program area or any of its specializations.

Two directories – a *Directory of Professional and Trade Organizations* which is a resource for all five program areas and a *California Community College Directory of Family and Consumer Sciences and Related Program Areas and Program Coordinators* with a listing of offerings by college and contact staff – are included at the back of the *Program Plan.*

All sections have been punched for insertion into a three-ring binder to facilitate use. Colleges are encouraged to place copies of the *Program Plan* or individual sections with those professionals responsible for implementing the program(s).

SUPPORT

The primary philosophical and fiscal support for Family and Consumer Sciences and related program areas comes from local college Boards of Trustees. This commitment is based on local community conditions and demographics, student's needs for useful life-long skills and practices, occupational goals, objectives and labor market demands for trained workers. It is incumbent upon Family and

Consumer Sciences and related program areas and occupational administrators to provide the local college administration and Board of Trustees with data which demonstrates their commitment is being addressed and met.

Supplemental funding for Family and Consumer Sciences and related program areas is also available through special funding sources and grants. Local colleges need to address these funding avenues as a resource for enriching programs and student opportunities. -

VATEA is one source for local Family and Consumer Sciences Program supplemental funding. In 1990, Congress passed the Carl D. Perkins Vocational and Applied Technology Education Act (VATEA) and thus reauthorized federal funds for secondary, postsecondary and adult vocational education programs. The State Board of Education and the Board of Governors of the California Community Colleges submitted a *State Plan* for the first three years (1991-1994) of the Act. A *State Plan* for the last two years (1994-1996) of the Act was approved by the United States Department of Education in June, 1994. Over two hundred persons representing business, labor, faculty, program administrators, parents, students, employers, the State Council on Vocational Education, state job training and social services agencies, community based organizations, professional groups and societies were involved in the statewide needs assessment and the *State Plan* process. College districts then developed local plans based on the needs assessment and the *State Plan*.

Through the *Plan's* activities during these years, California has established effective foundations for Tech Prep, improving access to special populations, improving communication and collaboration between and among practitioners, developing outcomes-based curriculum and other resources. The purpose of the 1994-96 *State Plan* was to promote economic development in California through a competitive and competent workforce, as well as to create a balanced work and family life and to improve collaboration and coordination among education, industry, labor and the community. While the 1991-94 vocational education programs focused on a variety of local or regional needs determined using various methodologies and data streams resulting in the focus on funding *target programs*, the 1994-96 *State Plan* focuses on funding *target activities* which address three overarching statewide vocational education priorities. These priorities are addressed across all system providers and across all programs. This approach represents an extraordinary and historic intersegmental effort by secondary and postsecondary education to address the same, specific, common state priorities which are:

1. To improve integration and sequencing of academic and vocational education curriculum by:
    - Integrating academic and vocational education curriculum,

- Sequencing courses of study that lead to attainment of both academic and occupational competencies, and
- Increasing linkages between secondary and postsecondary educational institutions, academic and vocational educators, and among education, business, industry, labor and the community.

2. To improve curriculum and program strategies reflecting workplace needs by:
   - Increasing student work skill attainment and job placement,
   - Enhancing the relevance of vocational education programs to the workplace and to the occupations for which students are being trained,
   - Promoting the development and use of curriculum and instructional strategies that foster critical thinking, problem solving, leadership and academic skill attainment, and
   - Providing vocational education students with strong experience in and understanding of all aspects of the industry in which the students are preparing to enter.
3. To improve instructional and support services responsive to the needs of students who are members of special populations by:
   - Increasing access and retention in improved vocational education programs,
   - Providing needed support services, with increased emphasis on guidance and counseling, and placement and transitional services, and
   - Monitoring for successful course and program completion.

Family and Consumer Sciences has a distinct and vital role to play in addressing these priorities.

Within the *California State Plan for Carl D. Perkins, VATEA Funds 1994-96* there are four sections which most specifically address local college Family and Consumer Sciences programs which should be pursued for funding:

Title II C: Local Plan. Targeted occupational programs determined in accord with the district/college Local Plan and Application (Section III, IV and VIII and Local Plan Appendix of the *California State Plan 1994-96*).

Title III A: Community Based Organizations. CBO grants awarded through a competitive Request for Application (RFA) process (Section IX of the *California State Plan 1994-96*).

Title III B: Consumer and Homemaking Education. CHE grants awarded through a competitive Request for Application (RFA) process (Section IX of the *California State Plan 1994-96*).

Title III E: Tech Prep Education Programs. Tech Prep four-year (secondary grades 11 and 12 and post secondary grades 13 and 14) career path programs awarded to each community college through a Request for Application (RFA) process (Section IX of the *California State Plan 1994-96*).

Title III A and III B funds are no longer available as line items in the 1995 budget. These programs are appropriately funded out of Title II C.

ACCOUNTABILITY AND REPORTING

Each section of the *Program Plan* includes specific guidelines for evaluation and accountability. The Taxonomy of Programs (TOP), an instructional program classification system used in California community colleges, is utilized statewide and by local colleges to report student enrollment data by program. TOP provides a common numeric coding system by which districts/colleges categorize degree and certificate programs and courses on the basis of the similarities of their published goals and objectives. These codes relate to the *U.S. Department of Education Classification of Instructional Programs (CIP), 1990 Edition* and are further defined by the California Community Colleges Chancellor's Office, *Operations Manual Student Accountability Model (SAM)*. The appropriate assignment of students is essential for accurate allocation of state/local funds to the proper program areas. Certain designations are determined by the college, based on state and local guidelines.

A TOP code is requested by a college when applying for the approval of a new degree or certificate program, based upon the recommendation of the regional occupational deans. The Chancellor's Office then determines the TOP code and enters it into the Inventory of Approved Programs when the new program is approved. TOP codes are reported in the Chancellor's Office Management Information System (MIS). A singular TOP code is reported with every course, even though the course may be found in several programs. Information reported by TOP is used to meet federal and state reporting requirements, accountability reports on program completion and vocational reports on course success.

TOP Codes and descriptions for the Consumer Education and Home Economics Program Areas (Family and Consumer Sciences) as found in the CCC *Taxonomy of Programs, February 1995, Fifth Edition* are as follows:

Taxonomy of Programs (TOP) Code 13

Instructional programs that study the relationship between the physical, social, emotional and intellectual environment in and of the home and family and the development of individuals including instructions in the natural and social sciences and humanities in the development of attitudes, knowledge and ability pertaining to clothing and textiles, consumer education, food and nutrition, home management, housing, human development, family studies and institutional management.

1300.00 Consumer Education and Home Economics

This is the Taxonomy of Programs title. No enrollments should be reported in this TOP Code.

The Consumer Education and Home Economics program is vocational and has a two-fold purpose: the preparation for the occupation of homemaking (CHE) and employment (occupational).

1301.00 Consumer Education and Home Economics (Transfer)

Designed for lower division transfer; combines fashion, interiors (environment, design, merchandising), life management, lifespan (child development, family studies, gerontology) and nutrition and food.

1302.00 Interiors (Environment, Design, Merchandising)

Design and its functional application to the environment, housing, furnishing accessories and equipment to provide residential environments which fit the psychological, sociological, emotional and physical needs of the users aesthetically, functionally and safely.

1303.00 Fashion

Fashion and its influence on individuals and society including fashion's principles and concepts as related to design, construction, merchandising and selection; and the study of textiles involving the design, construction, finishing, characteristics, selection, use and care of fibers and fabrics.

1303.10	Fashion Design
1303.20	Fashion Merchandising
1303.30	Fashion Production

1304.00 Life Management

Consumer and homemaking aspects as they apply to the occupation of homemaking (useful) and life management and careers in resource management, financial management and consumer affairs.

1305.00 Lifespan (Child Development, Family Studies, Gerontology)
Nature, functions and significance of human relationships in the family and society; and the study of individuals and their physical, mental, emotional and social growth and development.

1305.10	Child Development
1305.20	Exceptional Child
1305.30	Gerontology
1305.40	Nanny Training

1306.00 Nutrition and Food
Principles and techniques of food preparation, food management, food production services and related technologies, and the fundamentals of nutrition and nutrition care affecting human growth and health maintenance.

1306.10	Restaurant and Foodservice Management
1306.20	Dietetics
1306.30	Culinary Arts (Chef, Catering, Food Server)
1306.40	Nutrition, Health and Fitness
1306.50	Food and Equipment Demonstration

1307.00 Hospitality
Organization and administration of hospitality services, management and training of personnel, including hotel/motel management.

The contents will be developed at a future date.

1399.00 Other Consumer Education and Home Economics
This TOP Code is used appropriately for general Home Economics work experience or other general Consumer Education and Home Economics courses, i.e. laboratory studies and all emerging occupations.

Applicable TOP Codes are also included in the five program sections.

Through this *Program Plan* revision, the following TOP Code changes are recommended. These changes are also referenced in the program chapters.

TOP 13 Change title to: Family and Consumer Sciences
Change introductory paragraph to list titles included in this *Program Plan* "knowledge and ability pertaining to fashion, interior design/merchandising, life management, lifespan (child development, family studies, gerontology), nutrition and foods and hospitality."

1301.00	Change title to: Family and Consumer Sciences Change interiors (environment, design, merchandising) to interior design/merchandising and change nutrition and food to nutrition, foods and hospitality in description.
1302.00	Change title to: Interior Design/Merchandising Change description to: Design and its functional application to the environment, housing, furnishings, accessories and equipment to provide commercial and residential environments which meet the psychological, sociological, emotional and physical needs of the users and protect the health, safety and welfare of the general public.
1303.00	Change "construction" to "production" in description.
1305.20	Change title to: Family Studies
1305.40	Change title to: Parent Education
1305.50	Add new title: Foster Care
1306.00	Change title to: Nutrition and Foods
1306.60	Add new title: Food Science
1307.10	Add new title: Hotel Management
1307.20	Add new title: Travel and Tourism

Content included in 1306.00 and 1307.00 will be developed and/or expanded at a future date.

DISSEMINATION

Seven-hundred copies of the *California Community College Family and Consumer Sciences Program Plan* and *Directories* have been distributed statewide to: 106 colleges/71 districts to the Chief Instructional Officer, Chief Vocational Education Administrator, Director of Counseling and designated Family and Consumer Sciences contact and to four-year colleges/universities; California Department of Education (CDE), Curriculum and Instructional Leadership Branch; Regional Occupational Centers/Programs (ROC/Ps), business/industry and other key agencies and organizations.

To obtain a copy of the *California Community College Family and Consumer Sciences Program Plan, 1996* contact:

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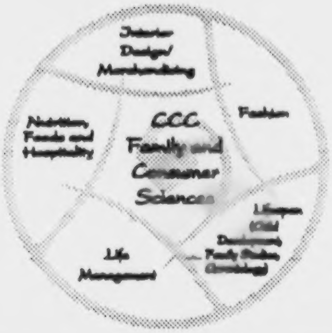
Interior Design/ Merchandising
Fashion
Nutrition, Foods and Hospitality
CCC Family and Consumer Sciences
Lifespan (Child Development, Family Studies, Gerontology)
Life Management

MISSION

The mission of Family and Consumer Sciences in the California Community Colleges is to prepare individuals to function effectively in changing family, community and work environments. Family and Consumer Sciences provides educational opportunities that respond to human needs, future technologies and global changes in preparing students for employment, advanced study and lifelong learning. Family and Consumer Sciences enables individuals to develop skills that improve the quality of life in a diverse society.

GOALS

- Provide access for all students in California Community Colleges to Family and Consumer Sciences programs and services that meet their individual and family needs.
- Provide alternative delivery systems designed to meet the changing needs of individuals and organizations within the community.
- Provide diversity of programs and services to meet needs of a pluralistic society, increase awareness of equity issues and special needs populations and enhance opportunities for individuals to improve the quality of life.
- Provide off-campus and outreach instruction to meet lifelong learning needs of individuals and organizations within the community.
- Prepare individuals for advanced study in traditional, non-traditional and high technology fields in order to interface with a global economy.
- Provide individuals with competency skills which meet their career goals and lead to placement in a job for which they have been trained.
- Articulate with secondary, other post-secondary institutions and business and industry to maximize the quality of education and utilization of resources.
- Provide appropriate professional development opportunities for faculty, administrators and other vocational education program staff to improve the relevance and quality of instruction.
- Recognize the interdisciplinary nature of Family and Consumer Sciences by incorporating appropriate content from many other areas of study.

Interior
Design/
Merchandising

Nutrition,
Foods and
Hospitality

CCC
Family and
Consumer
Sciences

Fashion

Lifespan
(Child
Development,
Family Studies,
Gerontology)

Life
Management

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FASHION

STATEMENT OF PURPOSE

Fashion is one of the largest well established industries in California. Thus, an education in Fashion serves the individual by providing background necessary for this career throughout California and the United States. Fashion programs and courses in California community colleges provide education to meet the needs of this vast industry. The curriculum included in this chapter addresses industry's needs and has been delineated into the career areas of Fashion Merchandising, Fashion Design, Fashion Production, Apparel and Textiles with Certificates of Achievement and Associate degrees leading to potential transfer to Baccalaureate institutions. Fashion programs provide an environment which promotes critical thinking, creativity, multicultural awareness and understanding of social, organizational and technological systems.

Fashion programs in California community colleges are committed to providing leadership in post secondary education in partnership with secondary education, the community, business and industry.

Goals

The goals of the Fashion program are to:

- Identify and respond to the educational needs of the community/industry.
- Provide educational opportunities and program delivery systems to students needing nontraditional scheduling.
- Develop programs to meet the emerging trends, needs and technological advances of the fashion industry.

Goals, continued

- Provide educational opportunities in the field of fashion for career employment, advanced study, professional development and lifelong learning.
- Create an environment which promotes critical thinking, creativity, multicultural awareness and understanding of social, organizational and technological systems.
- Furnish opportunities for unique specialization in Fashion Merchandising, Fashion Design, Fashion Production, Apparel and Textiles.
- Provide education in fashion specializations, certificates and degrees.
- Strengthen partnerships between Fashion programs, secondary/post secondary education segments, the business community, other academic disciplines, professional associations and policy makers.
- Strengthen alumni contacts for program support.
- Acquire and nurture a faculty with strong academic and technical skills and abilities.

CAREER OPPORTUNITIES

Career Paths

Students studying Fashion at California Community Colleges may proceed to various levels of employment and learning. Many students currently employed in the fashion industry enroll in specific classes to upgrade their knowledge and skills as new technology demands.

- Entry: Occupational Certificate (Level I) - Certificates will be given to students completing core courses and additional required courses within a given Fashion program as required by individual colleges. The certificate level provides students with specific skills and knowledge leading to employment in a Fashion related job.

  Level I– Entry: Occupational Certificate Program. Completion of a minimum group of specific courses which lead to a Certificate in Fashion or a related area. Number of credits will vary according to individual college program requirements. Courses identified in Matrix under Level I (See page 26).

Opportunities:

- Computer Design
- Cosmetics Specialist
- Costume Design
- Fashion Communications
- Fashion Consultant
- Fashion Design/Production
- Fashion Dressmaking and Alteration
- Fashion Merchandising
- Fashion Production
- Fashion Stylist
- Image and Color
- Modeling
- Video Merchandising
- Visual Merchandising

- Technical: AA/AS Degree (Level II) - Graduation requirements in any one of the Fashion programs include completion of core courses, additional required courses chosen by individual community colleges, completion of required general education courses and electives to equal 60 or more semester units. Departmental designation and unit value may vary from institution to institution. The AA/AS Degree provides students with an option for a career or the requisite foundation for transfer to a four-year college or university.

  Level II– Technical: AA/AS Degree. Courses identified in Matrix under Level II (See page 26).

- Professional: BA/BS or Advanced Degree (Level III) - Advanced courses and other professional level work leading to the Baccalaureate or other degree; provides students with qualifications for professional employment.

  Level III– Professional Level: BA/BS or Advanced Degree. Courses identified in Matrix under Level III (See page 26).

Note: Refer to the *Dictionary of Occupational Titles* (DOT) or your campus career information center for additional job titles and information.

Potential Career Opportunities

FASHION MERCHANDISING

- Assistant Buyer
- Assistant Department Manager
- Boutique Owner
- Bridal Consultant
- Buyer
- Color/Image Consultant
- Costume Consultant
- Department Manager
- Developer
- Display Person/Trimmer
- Entrepreneur
- Fabric Sales Associate
- Fashion Advertising Consultant
- Fashion Coordinator
- Fashion Illustrator
- Fashion Journalist
- Fashion Photographer
- Fashion Promotion Coordinator
- Fashion Sales Associate
- Fashion Stylist
- Fashion Telemarketing
- Fashion Video Specialist
- Mall Marketing Director
- Management Trainee
- Manufacturer's Sales Representative
- Personal Shopper
- Sales Associate
- Showroom Assistant
- Special Events Director
- Specialty Shops Coordinator
- Store Manager
- Store Owner
- Visual Merchandiser

FASHION DESIGN/PRODUCTION

- Alterationist
- Seamstress
- Assistant Designer
- Assistant Production Manager
- CAD Technician
- Computer Digitizer
- Costing Engineer
- Customer Services Representative
- Cutter and Finisher Designer
- Designer
- Design Room Assistant
- Entrepreneur
- Fashion Sketcher
- First Pattern Maker
- Grader
- Marker Maker - manual or computer
- Piece Goods Buyer
- Production Cutter
- Production Manager
- Production Pattern Maker
- Product Sales Representative
- Quality Controller
- Sales Manager
- Sample Cutter
- Sample Maker
- Sewing Room Supervisor
- Shipping Clerk Specialist
- Show Room Representative
- Small Business Owner
- Tailor
- Textile Croquis Painter
- Trim Purchasing Clerk

APPAREL/TEXTILES

- Advertiser
- Advertising Manager
- Audiovisual Producer
- Buyer
- Consulting Advisor
- Copywriter
- Designer
- Display Director
- Editor
- Educator
- Entrepreneur
- Executive Program Trainee
- Feature Writer
- International Marketing Consultant
- Magazine Advertising Manager
- Manufacturer's Representative
- Merchandising Manager
- Museum Curator
- Operation Manager
- Public Relations Fashion Director
- Researcher
- Retailer
- Store Manager
- Swatch Trader
- Textile Colorist
- Textile Librarian
- Textile Researcher
- Textile Restoration Specialist
- Theater Designer
- Trade Publication Editor

Future Outlook

Our global society is highly influenced by the California Fashion Industry as leaders in design, manufacturing and merchandising. Major market centers, apparel manufacturers and some of the largest retail shopping malls in the world provide California with diversified career opportunities.

Emerging careers in this high growth industry will require "state of the art" high-tech training:

- Fabrication
- Computerization
- Electronic/Telemarketing
- Telecommunication
- Video merchandising
- Service orientation
- Production
- Global marketing

As new programs and courses are developed, particular attention should be directed to the needs of returning students and growing immigrant populations working toward advancement in the fashion field.

It will be imperative that the community college Fashion programs be synchronized with future industry and consumer needs. The Labor Market Information (LMI) data on current employment opportunities and other data should be utilized as a resource for projecting current and emerging jobs and placement potential. This data is available at each California community college. Field experience in business and industry is increasingly important.

CURRICULUM: PROGRAMS AND COURSES

The Fashion curriculum is designed to provide an occupational program of study for students interested in pursuing a career in Fashion Merchandising, Fashion Design, Fashion Production, Apparel and Textiles. Courses within the curriculum will also provide part of the undergraduate requirements necessary for those students wishing to transfer their credits to a program at a four year college or university. Selected courses provide students with lifelong learning knowledge and consumer skills. Departmental designation and unit value may vary among institutions.

Programs

Fashion includes programs in Fashion Merchandising, Fashion Design and Production, Apparel and Textiles.

Course Classifications

TOP Classification: The TOP (Taxonomy of Programs) Code classifications for the Fashion area are:

1303.00	Fashion Fashion and its influence on individuals and society including fashion's principles and concepts as related to design, construction, merchandising and selection; and the study of textiles involving the design, construction, finishing, characteristics, selection, use and care of fibers and fabrics.
1303.10	Fashion Design
1303.20	Fashion Merchandising
1303.30	Fashion Production

It is recommended that "construction" be changed to "production" in the TOP Code description paragraph.

Vocational: Courses included in the Fashion program are considered to be vocational and occupational.

Transfer: Courses included in the Fashion program are perceived to be a potential equivalent course when offered at the lower division level of a four-year university.

The following courses have been identified with the University of California and the California State University system and have been granted a California Articulation Number (CAN).

CAN H EC 4	Principles of Design
CAN H EC 6	Textiles
CAN H EC 10	Principles of Clothing Construction
CAN H EC 16	Life Management
CAN H EC 20	Fashion Selection
CAN H EC 22	Fashion Industry and Marketing

Lifelong Learning, Continuing and Adult Education: All the courses within the Fashion program provide knowledge and skills which enhance the quality of life and develop better consumerism in students. These courses may be offered to students seeking vocational training or with general interest in the subject area.

Community colleges also have the opportunity to offer non-credit adult education courses within this subject area. The purpose, content and class hours should be determined by the local community needs.

Levels: There are three identified levels for the Fashion program. These levels were explained in the *Career Opportunities* section. Courses for each level are indicated on the *Fashion Programs and Courses Matrix*, page 26.

Electives: Any of the courses listed under the different program headings could be used as elective courses in another program. Some suggested electives would include: Textile Design, Special Topics in Fashion, Accessory and Millinery Design, Men's and Children's Clothing Design, Theater Costume Design and Special Needs Clothing. Electives are recommended courses from which students might select to complement their study for a degree or certificate or to develop job specific skills.

Work Experience/Internship: Occupational majors benefit from having actual "on-the-job" experiences within their subject area. Students are encouraged to participate in work experiences to gain a deeper understanding of the relationships between classroom theory and practical application.

General Education: California community college philosophy supports the belief that in granting an associate degree, the college certifies that the recipient has acquired a level of competency in a specific course of study and a competency in a broad general knowledge of the physical world and its inhabitants, the achievements of humankind, a clear and logical manner of thinking and computational, analytical and communication skills. Each college specifies its own general education requirements with the intent to encourage each graduate to attain this knowledge in a manner consistent with the graduate's interests and goals. Transfer students should be encouraged to have the general education courses certified by the community college.

Interdisciplinary: Several courses related to the Fashion program are taught in other departments and some fulfill general education requirements. This arrangement provides the student with a broader-based education. Suggested departments and courses include:

- Art
  - Computer Graphics
  - Sketching
  - Illustration
  - Painting
- Behavioral and Social Science
  - Cultural Anthropology
  - History
  - Psychology
  - Sociology
- Business
  - Accounting
  - Advertising
  - Sales
  - Computer Applications
  - General Business
  - Marketing (domestic and international)
  - Personal Finance
- Communications
  - English (reading and writing)
  - Journalism
  - Speech
- Engineering
  - Computer Aided Design
- Humanities
  - Two and Three Dimensional Design
  - Art History
  - Art Principles
  - Costume and Set Design
  - Graphics
  - Photography
- Industrial Arts
  - Basic Materials and Methods
- Math and Science
  - Basic Math
  - Organic Chemistry
  - Statistics

Curriculum Integration and Implementation

To utilize this *Family and Consumer Sciences Program Plan,* faculty need to take the *Curriculum: Programs and Courses* and the *Course Description and Core Components* sections and personalize them to their college and community. In the development of the course content, the topical outline, measurable objectives, evaluation methods and assignments for the course, certain national educational issues must be addressed. Some of these issues relate to federal legislation, others closely affect the delivery of education. Family and Consumer Sciences courses and programs encompassing these issues will be positioned to stay in the forefront of educational reform.

SCANS: Published by the U.S. Department of Labor, the *Secretary's Commission on Achieving Necessary Skills* (SCANS Report) was the result of one and one-half years of interviews with business, industry and labor.

This federally commissioned study identified five "competencies" of generalized abilities required for an individual to work and function successfully in the workplace of today and the foreseeable future. Effective workers must be able to productively use *resources, interpersonal skills, information, systems* and *technology.* In addition foundation skills are needed which include *basic skills* focusing on the ability to read, write, speak, listen and perform computations; *thinking skills* including creative thinking, decision making, problem solving, seeing things in the mind's eye, knowing how to learn and reason and *personal qualities* that help students take responsibility for their own behavior and work constructively in group situations.

As classes are developed by faculty, curriculum must be planned to include learnings and assignments which implement these SCANS skills and evaluation systems which will measure the students success/mastery of them. The Life Management course includes many of the SCANS skills. By including this course in every program, a college can facilitate the development of these competencies in students.

All Aspects of the Industry: Students must have a broad view of the industry in which they will work. The Carl Perkins Vocational and Applied Technology Education Act (VATEA P.L. 101-392, 1990) states that curriculum should reflect "all aspects of the industry" including planning, management, finances, technical and production skills, underlying principles of technology, labor and community issues, health and safety and environmental issues related to that industry.

Integrated Academics: VATEA guidelines clearly identify the need to have an educational curriculum which integrates academic and vocational learning. Many Tech Prep projects within California have developed courses and programs which implement this process. No singular method has been prescribed as being the model for integrated academics, allowing for the flexibility of the college and educational program to develop their own model. Examples of how integration can be achieved include: paired teaching of academic and vocational courses, team teaching a singular course which combines the acquisition of vocational and academic competencies, certifying a vocational course as to its content and competencies meeting the academic criteria, learning communities and honors programs.

As courses and assignments are developed, Fashion faculty should work closely with the academic faculty to be creative in addressing the learning of the traditional "general education" competencies within the vocational programs.

Work Based Learning: The School to Work Opportunities Act of 1994 (California uses the term School to Career) encourages all states to develop systems that help students transition from school to the workplace. Our educational systems must ensure that we are preparing students with the skills and knowledge that allow them to enter a career. To do this, the following components need to be at the basis of an educational frame:

- An integration of work based learning and school based learning;

- A coherent sequence of courses that prepares a student for a first job, typically including one or two years of post secondary education, a high school diploma, a skill certificate or post secondary certificate or diploma;
- A program incorporating work based learning, school based learning and connecting activities.

Educational programs can provide work based learning through such methods as cooperative work experience, internships, field work placement, job shadowing and mentoring. Faculty also have the opportunity to experience work based learning through grants which allow their return to a work site for a limited period of time.

Articulation/Communication: This *Family and Consumer Sciences Program Plan* includes an Articulation section which identifies the importance of creating the "seamless" curriculum which allows students to progress through California's educational system. An overriding goal of articulation has been to eliminate duplication of learnings from course to course, level to level and among and between educational segments. As Tech Prep programs and 2+2 agreements expand, it is critical that Fashion courses clearly state competency outcomes for students.

Community college Fashion programs should follow the articulation guidelines identified in this *Program Plan* and develop closer links with the other educational systems in their area. Only through faculty's continued effort to work collaboratively with faculty from other educational institutions and systems can articulation be developed, expanded and made to benefit students in their progress toward an educational goal.

One educational trend gaining in importance is "distance learning." There are many modalities of this, the most common being the transmission of course sessions through a television program. This and other methods allow for students to learn at time schedules which meet their needs. As distance learning is not limited by traditional geographical boundaries, articulation becomes more important extending beyond the immediate institutions in a college community.

Communication is a key component to successful articulation. Community college faculty should utilize the technological advances in communication systems. Modems and fax machines make electronic mail (e-mail) and electronic bulletin boards an efficient and cost effective means of communication.

Now that California Community Colleges' electronic messaging systems such as Infonet and CAVIX have internet connectivity, the barriers to electronic communication are being eliminated. With the emergence of the World Wide Web, access to the internet is now "user friendly." Yet, the effectiveness of e-mail is dependent upon utilization by the entire profession. Inservice training should be available for community college faculty unfamiliar with communicating electronically so that they can experience the thrill of accessing an astonishing array of world-wide resources via the internet.

Regionalization: With resources becoming scarce and some of the Fashion programs having limited enrollment, regionalization or having identical programs within neighboring educational institutions allows for students to move from college to college without duplication of education. Articulation and collaboration among participating institutions is paramount to its success. Regionalization also allows for the pooling of "resources" both in staffing and physical equipment. A California Community College Chancellor's Office special project provided funding for a model for six California community college districts to develop a regional curriculum and do collaborative scheduling. This model is being expanded to include two four year institutions to allow for transfer and completion of the four year degree. See the Interior Design/Merchandising section of this *Program Plan* for additional details.

Equal Access and Learning Success: Fashion programs must focus on recruitment of students and ensure that equal access is provided to all. This includes but is not limited to students who are underrepresented such as academically and economically disadvantaged, limited English proficient, culturally diverse, disabled and students in gender imbalanced programs. Faculty must ensure that bias in instruction and instructional materials has been avoided and that all students have the opportunity to succeed.

Faculty need to work cooperatively with college student support programs. These include GAIN, JTPA, EOPS, CARE, Reentry Centers and LEP. Inservice training is critical to allow faculty to learn strategies which complement individual student success in learning. Collaborative assignments, multimedia presentations, self paced learning, module learning are just a few of the teaching modalities which are important to today's classroom. Recruitment and marketing materials should also address these issues.

FASHION PROGRAMS AND COURSES MATRIX
(FOR ADVISING AND COUNSELING)

COURSES	LEVELS*			PROGRAMS**		
	I	II	III	A/T	FD/P	FM
Apparel/Rea[illegible]o Wear Evaluation	X	X	X	X	X	X
Buying	X	X	X	X	X	X
Computer Applications in Fashion	X	X	X	X	X	X
Draping	X	X		X	X	
Fashion Field Study	X	X	X	X	X	X
Fashion Illustration	X	X		X	X	X
Fashion Industry and Marketing	X	X	X		X	X
Fashion Line, Design and Production	X	X	X		X	
Fashion Promotion and Coordination	X	X				X
Fashion Selection	X	X	X	X	X	X
Fitting and Alterations	X	X		X	X	
History of Fashion	X	X	X	X	X	X
Image Consulting	X					X
Life Management		X	X	X	X	X
Manufacturing	X	X			X	X
Merchandising Mathematics		X				X
Modeling	X					X
Multi-Cultural Fashion		X	X	X	X	
Pattern Design	X	X			X	
Pattern Drafting	X	X	X	X	X	
Principles of Design	X	X		X	X	X
Production Pattern	X	X			X	
Sewing, Beginning	X	X	X	X	X	
Sewing, Intermediate	X	X		X	X	
Sewing, Advanced	X	X		X	X	
Sewing, Industrial	X				X	
Tailoring	X	X	X	X	X	
Textiles	X	X	X	X	X	X
Trade Sketching	X	X			X	X
Visual Merchandising	X	X	X			X
Work Experience/Internship	X	X	X	X	X	X

*LEVELS:
I Occupational Certificates
II AA/AS Degrees
III BA/BS or Advanced Degrees

**PROGRAMS:
Courses required may vary depending on student occupational objectives. Department designation and unit value may vary among institutions.
A/T Apparel/Textiles
FD/P Fashion Design/Production
FM Fashion Merchandising

COURSE DESCRIPTION AND CORE COMPONENTS

The following course descriptions and core components delineate the content of the core courses and the recommended optional courses shown on the Fashion Programs and Courses Matrix, page 26.

APPAREL/READY TO WEAR EVALUATION

Analyze components of apparel and fashion accessories. Develop evaluation techniques for quality comparison and formulate selling points for use with identified target customers.

Core Components

- Apparel and accessories standards of quality
    - apparel components, terminology
    - commercial construction techniques
    - dollar comparison
    - apparel labeling
    - fashion fit
    - selling points
- Children's wear
- Other specialized apparel, i.e. children, elderly, physically challenged
- Legislative requirements

BUYING

Principles of buying for resale in independent stores, department stores and chain stores with centralized buying. Includes buying for fashion merchandise, staples, hard and soft merchandise lines; merchandise planning and selection, resource relations, legal trade regulations, pricing, merchandise management and control.

Core Components

Principles in organizing and managing retail stores
Buying procedures and practices
Identifying target customers
Merchandise planning
Merchandise selection
Buying
Pricing (price points)
Retail control
Calculation of open-to-buy
Assortment planning and resources
Legal trade regulations
Inventory control (physical and book)
Qualifications and responsibilities of a buyer
Supporting staff services
Selection of sources of supply
Use of computers
Analysis of reports, orders, transportation costs, purchase journal
Terminology
Computer discounts and taxes

COMPUTER APPLICATIONS IN FASHION: DESIGN, MERCHANDISING AND PRODUCTION

Acquaints students with computers used by retailers and manufacturers. Exploration of possibilities of using microcomputers in various fashion capacities.

Core Components

Trade sketching and illustration
Fabric, color and motif design
Digitizing and plotting
Pattern styling
Grade rules application
Marker making
Textile design
Image analysis

Data bases
Spreadsheets
Visual merchandising

DRAPING

Level I: Manipulation of fabrics on a dress form to create designs without the use of drafted patterns. Use of a variety of fabrics to explore the many possibilities of draping.

Level II: Further application of draping techniques applied with design concepts.

Core Components

Translating ideas into a salable garment
Basic blocks creation on a form
Draping application in the garment industry
Current fashion trends
Design idea resources
Basic garment draping on a dress form
Materials and special fabrics
Basic preparation for draping
Basic patterns

FASHION FIELD STUDY

Acquaints students with the world of fashion. May include field trips to manufacturers, designers, the California Mart, different types of retail stores, museums, fashion publications, fashion shows and fashion tours to major U.S. fashion centers or foreign countries.

FASHION ILLUSTRATION

Drawing of the clothed figure as well as rendering of fabrics and patterns. Instruction in the sketching of basic fashion styles, poses and fabrication on developed croquis rendered in various media. Presentation techniques are stressed and practiced.

Core Components

- Drawing a croqui in various poses
- Drawing apparel on a figure
- Basic fashion styles sketching
- Portfolio preparation
- Fashion rendering
  - design sketching
  - production sketching
  - presentation drawing
  - fashion illustration
- Fashion figure proportions
- Silhouettes
- Illustration media and color
- Fabric motif, drape and texture

FASHION INDUSTRY AND MARKETING

Exploration of the fashion industry and careers related to the design, production and merchandising of fashion products. (CAN H EC 22).

Core Components

- Development of fashion and industry
- Fashion terminology
- Primary markets, producers of materials
- Secondary markets, design and production
- Retailing
- Auxiliary fashion resources
- Economic importance of the industry
- Channels of distribution
- Marketing concepts
- Domestic and foreign markets
- Fashion careers and job market analysis
- Sourcing
- Global implications

FASHION LINE, DESIGN AND PRODUCTION

Design and trend analysis problems encountered in designing for the various size ranges, style categories and price ranges in seasonal lines and promotional groups for the manufacturing of apparel. Current fashion trends and resources of design ideas.

Core Components

- Design and produce a line including design problems in:
    - size ranges
    - style categories
    - diversified clientele
    - price ranges
    - seasonal lines
    - apparel categories
    - target customers needs
    - competitive quality
- Writing trend analysis and research
- Developing inspiration and line boards
- Costing a garment
- Aesthetics of design
- Trade sketching and specifications
- Fabrication for coordinating a line
- Fitting and quality analysis
- Production engineering
- Production pattern

FASHION PROMOTION AND COORDINATION

Principles of fashion promotion and coordination. Study of the psychology of fashion, functions of the fashion coordinator and techniques and procedures for presenting fashion. Observation and participation in an area of the fashion industry. Studies the functions of fashion coordinators and directors in retail and wholesale fields.

Core Components

Principles of fashion coordination
Communication skills: psychology, persuasion, professionalism and promotion
Types of fashion promotion
Techniques for presenting fashions
Planning and budgeting sales promotions
Types of fashion shows
Fashion show production: plans, budget, materials, advertising, coordination
Principles of presenting fashion seminars
Use of newspaper, radio and other media
Writing press releases

FASHION SELECTION

A study and application of the elements and principles of design as related to apparel for the individual (CAN H EC 20).

Core Components

Application of principles and elements of design theory to an individual's coloration and proportions
Significance of apparel: psychological, sociological, physiological and cultural
Apparel and personality
Apparel lifestyle
Wardrobe planning and budgeting for diverse lifestyles
Apparel for diverse populations
Care of apparel
Terminology

FITTING AND ALTERATIONS

Demonstration and experience in garment pieces fitting each other and the body that wears them; altering a commercial pattern to body measurements and contours.

Core Components

Analyze proportions and calculate pattern adjustments
Fabric adjustments
Body types
Fitting problems
Style and fit evaluation of garment, style, body shape
Alterations and re-styling techniques
Marking, construction and billing using industry methods and equipment

HISTORY OF FASHION

Surveys the evolution of apparel styles through history from Egyptian to contemporary periods. Explores the relationship of recurring style trends to contemporary fashions. Includes sociological, technological, economic and political factors affecting apparel through the centuries.

Core Components

Evolution of apparel styles
Relation of recurring style trends from history to present day
Influence of social, technology and political changes on apparel of the period
How apparel reflects the life style of a historic period
Period styles
Psychological aspects
Terminology

IMAGE CONSULTING

Provides advanced instruction in wardrobe planning and selection, proportion and color analysis and color coordination for clients. Selection of resources for personal shopping and information on creating an appropriate image.

Core Components

Wardrobe planning and selection
Wardrobe storage and maintenance
Proportion analysis
Individual color analysis
Color selection and coordination
Fashion personality theories
Resources
Career opportunities
Business communication, professionalism and ethics
Development of business plan including cards and promotional aids
Demands of customers, seasons, price points
Billing and calculation
Client correspondence

LIFE MANAGEMENT

Changing conditions in society which influence life management, including family structure, diversity, values conflicts, multiple roles, the global economy and technology. The approach will include application of values clarification, the decision-making process and systems theory (CAN H EC 16).

Core Components

Values, goals and standards
Ethics
Resource identification and allocation
Self esteem
Motivation / procrastination
Conflict resolution
Communication
Time and energy management
Delegation
Work simplification
Impact of home based businesses
Managing environmental resources
Career opportunities in Life Management

MANUFACTURING

Introduction of a major segment of the fashion industry. Includes layout and cutting techniques, industrial machines, professional pressing techniques, quality control and production procedures, grading, sorting and labeling.

Core Components

Marker and cutting techniques
Industrial machine usage
Professional pressing techniques
Total Quality Management (TQM) techniques
Production procedures
Grading
Sorting and bundling
Labeling and hang-tags
Inventory control
Shipping
Production room career opportunities
Technical requirements of production apparel
Human resource management

MERCHANDISING MATHEMATICS

Emphasizes quantitative merchandising techniques as applied to pricing, mark-downs, discounts, stock control, budgets, income statements and balance sheets.

Core Components

Mark-up/mark-down
Pricing
Profit/loss
Terms of sale
Inventory control
Open to buy

MODELING

Introduction to the modeling industry and the categories of working as a model. Evaluation and analysis of the individual including diet, nutrition and proper skin care. Basic fashion and photography modeling techniques and application of stage and photographic make-up.

Core Components

Grooming: skin care, make-up, hair care, manicures
Ramp techniques: walk, turns, pivots, hand positions, posture and poses, group modeling
Photography: make-up for black and white, color, pose and techniques
Professionalism: model's role and responsibilities, fitting, portfolio, agency procedures and requirements, communication skills, business ethics

MULTI-CULTURAL FASHION

Studies the national dress in various cultures as reflected by textiles and apparel. Emphasizes the influence of ethnic apparel on contemporary fashion.

Core Components

- Study of influences and contrasts of different cultures
  - historical perspective
  - structural and design elements
  - significances of social and economic factors
- Motifs and applied design
- Incorporation into contemporary design

PATTERN DESIGN

Expansion of flat pattern method of designing first patterns from a designer's trade sketch by manipulating blocks and developing styles to meet the needs of a targeted customer.

Core Components

- Manipulating basic blocks, fitting techniques, pattern styling techniques for:
  - second layer garments
  - pants and jumpsuits
  - stretch knits
- Identification of fashion, quality and cost
- Design needs of targeted customer

- Application and analysis of design elements and principles
- Translation of an idea into a salable garment
- Problems
  - various size ranges
  - style categories
  - price ranges
  - seasonal lines
- Design idea resources
- Assessment of current trends

PATTERN DRAFTING

Introduction to flat pattern methods from developing a basic block to creating first patterns for apparel styles. Introduction to garment industry techniques for creating patterns by using flat pattern methods. Translates a designer's sketch into a sample garment.

Core Components

- Development of basic block
- Pivot and slash spread methods of manipulating pattern styles
- Requirements of completing a first trade pattern
- Patterns and garments from a standard block
- Measuring dress form/body
- Drafting with fractions

PRINCIPLES OF DESIGN

Color and design theories including basic visual elements, principles of design, their properties and relationships and development of sensitivity to and judgment of design (CAN H EC 4).

May be divided into two separate classes:

Design Techniques and Analysis - Concepts and techniques of design theories including use of tools, materials and ideas for visual communication. Includes use of design, color and impact principles with emphasis on making visual presentations.

Color Theory - Theory and application of color as it is used to create and change environments. Emphasis on nomenclature, review of color systems, mixing colors, color psychology and color application.

Core Components

- Basic design theory
- Color
  - theory and application
  - coordination
- Design
  - elements and principles
- Ideas for visual communication
- Use of tools and materials

PRODUCTION PATTERN

Processes and equipment used in manufacturing and in the design room. Terminology used in the garment industry. Includes grading the basic block and the process of production from first pattern to production pattern marker.

Core Components

- Manufacturing terminology
- Complete production patterns from first patterns
- Cutting knife
- Marker making
- Grading machines/state-of-the-art techniques
- Grading techniques for men, women and children
  - basic block
  - multi-patterns
- Power production sewing
- Fitting and quality evaluation
- Cost-out analysis

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SEWING, BEGINNING

Basic techniques for developing skills in apparel construction (CAN H EC 10 when combined with Sewing, Intermediate).

Core Components

Terminology
Sewing tools and equipment
Body measurements, proportions
Pattern selection
Minor pattern adjustments
Fabric selection and preparation
Computation of fabric needs
Understanding and using commercial patterns
Basic fabric manipulation
Basic construction techniques
Standards of quality construction
Fit of a garment
Construction of a simple garment
Seam construction and finish
Introduction to overlock construction

SEWING, INTERMEDIATE

Development of intermediate skills in apparel construction (CAN H EC 10 when combined with Sewing, Beginning).

Core Components

Coordinate pattern and fabric selection for individual
Pants fitting and construction
Measure and compute pattern adjustments
Fitting and garment alterations
Layout considerations for various fabrics
Men's wear dress shirt techniques
Overlock machines
Terminology

SEWING, ADVANCED

Development of advanced skills in apparel construction including custom techniques, the use of special fabrics and methods of individualizing clothing with structural and applied designs.

Core Components

Custom techniques
Custom fitting
Application of design theory
Use of special fabrics
  plaids
  lace
  sheers
  piles
Structural and applied designs
  piping
  quilting
  appliqué
Proportion analysis

SEWING, INDUSTRIAL

Developing skills in operating power sewing machines. Application of production sewing methods.

Core Components

Standards of quality construction
Production sewing methods
Construction of a complete garment
Operation of specialized power machines
Cutting knife
Care and maintenance of industrial machines

TAILORING

Special fitting, construction and pressing principles applicable to tailored garments such as suits and coats. Experience with traditional and contemporary tailoring techniques.

Core Components

Fabric selection and preparation
Pattern alterations

- Construction methods
- Fitting
- Pressing tools and techniques
- Hand stitches
- Detailing

TEXTILES

An introductory analysis of textile fibers, yarns, fabrications, dyestuffs and finishes. Emphasis on selection, use, performance, suitability and care of textile products for various end uses. Government legislation, labeling and simple testing and evaluation of performance (CAN H EC 6).

Core Components

- Historical background
- Fiber classification, theory and identification
- Textile legislation, labeling, import regulation, consumer protection and environmental issues
- Yarn structure and construction
- Fabric construction
- Fabric finishes
- Color, dyestuffs, printing and other applied design
- Fabric characteristics, performance and suitability
- Fabric selection, use and care
- Fabric testing and evaluation
- New technologies

TRADE SKETCHING

Basic skills in sketching the fashion croquis via quick sketch. Emphasis placed on the workroom sketch.

Core Components

- Rendering and equipment techniques
- Materials and supplies
- Workroom sketches
- Style details
- Design lines
- Texture motifs and drapes

VISUAL MERCHANDISING

Experience in designing and constructing visual displays for cost effective merchandising strategies to increase sales and store image.

Core Components

Role of display
Historical development
Elements and principles of visual merchandising design
Care and handling of equipment
Types of selling environments including multicultural
Display budgets and cost analysis
Display calendar and themes
Fixtures, mannequins and props
Display techniques
Lighting
Signage
Display locations
Safety and security
Evaluation: visual, sales and image impact
Store planning/layout

WORK EXPERIENCE/INTERNSHIP

On-the-job experience with or without pay includes feedback from instructor and contractual commitment. Student experiences are supplemental to those required by employer.

Core Components

Interview Techniques
Writing resumes and cover letters
Job search
Work ethics and attitudes

PROGRAM DEVELOPMENT AND REVIEW

Professional Standards

Fashion faculty must meet hiring requirements (AB 1725) for community colleges as established by the State of California. Evaluation of faculty should be done on a regular basis, no less than biennially. Hiring of faculty must follow the Chancellor's Office, California Community Colleges guidelines. A Bachelors Degree in Fashion Merchandising, Textiles or a closely related major and field experience of two years or an Associates Degree and six years of experience are the minimum qualifications for full time positions in these programs as identified in the Chancellor's Office *Minimum Qualifications for Faculty and Administrators in California Community Colleges* document. A Masters Degree in Fashion or closely related major also meets the minimum requirements. The disciplines of "Fashion and Related Technologies" and "Retailing" are listed in that document in the section in which the Master's Degree is not expected.

Due to the occupational nature of this field, it is imperative that faculty keep current with the needs and latest developments of the working world, by gaining work experience in industry. Faculty/industry exchanges are encouraged to help link instruction to industry standards and practices. The use of part-time instructors from industry is encouraged in order to keep the curriculum current. Because this standard requires such a great amount of time and energy, it is also recommended that a support group of Fashion faculty pool and share information to help colleagues keep current with the needs of the Fashion world.

Faculty should be encouraged to participate in staff development and continuing education activities of professional organizations. Faculty also need to be aware of legal, moral and ethical issues in education and industry. Statewide inservice training in the Fashion field needs to be offered on a regular basis, sponsored by the Chancellor's Office, California Community Colleges.

Dedicated, enthusiastic and innovative full-time faculty are the major resource in Fashion education. They must provide the education and guidance for students and direction of programs to meet the challenge of the fast-paced, changing world of the Fashion industry. California's diverse population should be considered in the selection of faculty for Fashion courses and programs.

Close working relationships developed between faculty and counselors, placement and other support staff enhance the services to Fashion students on campus.

Evaluation

Colleges and faculty have the obligation to keep programs current and relevant. One tool developed for the Fashion courses and programs is the *Family and*

Consumer Sciences (FCS) Self-Study and Assessment system. This process allows local colleges to assess program strengths and to target areas for improvement. It may be utilized at the local level as an evaluation tool for program review and development or enriched through validation by a visiting team of objective, outside professionals. The computerized program, available from Diablo Valley College, aligns with the format of this *Program Plan* section. Results can be shared with staff, advisory committee members, governing boards and students to ensure program content validation.

Professional Organizations

Professional and trade organizations provide a valuable resource for program content and currency, student experiences and forming partnerships. A *Directory of Professional and Trade Organizations* is included as a separate section of this *Program Plan*.

Faculty membership and participation in related Fashion professional/trade organizations is encouraged. These include:

AAFCS - American Association of Family and Consumer Sciences
AAFCS-CA - American Association of Family and Consumer Sciences - California Affiliate
AICI - Association of Image Consultants International
AVA - American Vocational Association
BHE - Business Home Economists, Business Section of AAFCS
CAVE - California Associations of Vocational Educators
CFA - California Fashion Association
CSA - Costume Society of America
FG - The Fashion Group, Inc.
ISP - Institute of Store Planners
ITAA - International Textile Apparel Association
NHFL - National Home Fashions League
RMA - Retail Merchants Association
WID - Women in Design

Student chapter affiliations are also possible with some groups.

Advisory Committee

Each community college offering a Fashion program must have an active local Fashion Advisory Committee. The committee should reflect the diversity of the campus, community and the Fashion industry. This committee should involve community members, businesses and professionals, agency directors, political leaders, representatives from campus counseling and placement, secondary and four-year institutions. This committee is responsible for developing programs which are based on the real needs of the community and which prepare students for meaningful and productive careers in the Fashion industry.

Advisory committees can be a tremendous help to Fashion programs by securing equipment, making contacts for speakers and field trips, providing work experience sites and/or internships and in revising programs and curriculums.

It is recommended that the advisory committee range in size from 12 to 18 members. A large committee, although cumbersome to work with simultaneously, provides enough members for small committee work and overcomes the difficulty of scheduling meetings when some cannot attend.

Equipment and Facilities

The following lists provide basic direction for selection of equipment and facilities to provide instruction in Fashion Merchandising, Fashion Design and Fashion Production. Attention should be given to accommodating individual needs.

FASHION MERCHANDISING

Display areas
Work and prop room
Art supplies
Computers and related software
Mannequins, forms and costumers
Props
Racks, rounders, T-stands, grids
Basic tools for measuring, cutting and attachment
Light fixtures
Fabric inventory - drapes for consulting
Paint supplies
Ramps for modeling
Fashion periodicals - trade journals, newspapers, consumer fashion magazines
Access to AV equipment

FASHION DESIGN, FASHION PRODUCTION

Blind stitch machine
Button machine
Buttonhole machine
Cutting knife or saw
Cutting table
Demonstration table with mirror
Grading machine
Overlock machine
Presser
Pressing system
Dress forms (various sizes and types)
Computers and software
Power sewing machines
CAD/CAM laboratory availability
Full length 3-way mirrors
MacBeth noon day lighting for personal color and textile color evaluation
Pattern Drafting tools: T square, technical curves, French curve, weights, notchers, needle tracing wheels, rabbit hole punch, awl
Illustration drawing boards
Dressing room
Drawing supplies

Marketing and Recruitment

Marketing and recruitment of Fashion can accomplish the following:

- Describe and illustrate the benefits of Fashion Education to both traditional and non-traditional student populations.
- Promote the contribution of Fashion programs to members of the college community and other educational institutions including instructional, counseling and support staff.
- Increase linkages with community agencies, businesses and organizations in order to expand educational opportunities as well as the potential for the employment of Fashion majors.

Techniques for marketing and recruitment include the following:

- Presentations to classes and organizations
- Development and distribution of Fashion brochures
- Utilization of student success stories
- Flyers and newsletters as linkages with community agencies and their clientele
- Networking with college faculty, counselors, staff, high schools, community agencies and professional organizations
- Use of distance learning and other media
- Home page on internet
- Utilization of advisory committees
- Participation in local and regional forums
- Writing columns for local printed media
- Collection of data to support and validate program.

Placement and Follow-up

Job placement should be available through the college and should be actively pursued. It is the college's responsibility to educate students. That responsibility extends to making certain the education provides job skills necessary in the profession and that transfer courses are articulated with four-year institutions.

Fashion faculty should work closely with the placement services available on individual campuses and should utilize every opportunity to publicize their programs so community employers are aware of potential employees. Faculty should also be aware of articulation agreements between their program with other colleges striving to meet the goals identified in this *Program Plan*. Advisory committees and professional organizations should be utilized to enhance networking and placement opportunities.

Accountability is important in order to assure that the program is accomplishing its purpose. Job placement data and articulation agreements are two ways to measure results. Questionnaires or surveys also serve this purpose and can be administered to students upon completion of the program or at a specified time after completion. Data covering job placement and relevancy of program should be collected. The Fashion instructional staff should cooperate in collecting data for the Statewide Follow-up System. Reports summarizing student and employer follow-up responses are available at each California community college. Employer surveys can assess the relevance of curriculum to job performance skills.

Maintaining contact with former students is difficult but necessary for accountability. Many colleges have alumni groups which are a useful resource for tracking former students and for promoting programs.

Fashion Purpose

Fashion is one of the largest well established industries in California. Thus, an education in Fashion serves the individual by providing background necessary for this career throughout California and the United States. Fashion programs and courses in California community colleges provide education to meet the needs of this vast industry. The curriculum included in this chapter addresses industry's needs and has been delineated into the career areas of Fashion Merchandising, Fashion Design, Fashion Production, Apparel and Textiles with Certificates of Achievement and Associate degrees leading to potential transfer to Baccalaureate institutions. Fashion programs provide an environment which promotes critical thinking, creativity, multicultural awareness and understanding of social, organizational and technological systems.

Fashion programs in California community colleges are committed to providing leadership in post secondary education in partnership with secondary education, the community, business and industry.

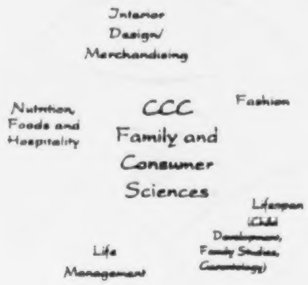
Apparel

California's apparel industry is a major success story. It is an important, but often overlooked contributor to the state's economy. San Francisco and Los Angeles are the largest centers for apparel manufacturing outside New York City. The largest apparel wholesale market in the world is the 3 million square foot California Mart in Los Angeles.

Growth in the industry has been driven by the popularity of California designed fashion sportswear. Los Angeles has become a major center for fashion design, particularly the design of garments reflecting Southern California's sunny, casual lifestyle. Trends change quickly, production runs are small and new designs must reach retailers without delay. As a result, design houses usually turn to local jobbers for production.

California apparel jobs have grown steadily with the success of the industry. Jobs increased by 25 percent in the 1980s – a time when the rest of the U.S. lost apparel jobs – and have even continued to grow in the current recession.

Source: California State Plan for Carl D. Perkins Vocational and Applied Technology Education Act Funds: 1994-96


Interior Design/ Merchandising
Fashion
Nutrition, Foods and Hospitality
CCC Family and Consumer Sciences
Lifespan (Child Development, Family Studies, Gerontology)
Life Management

INTERIOR DESIGN/MERCHANDISING TABLE OF CONTENTS

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INTERIOR DESIGN/ MERCHANDISING

STATEMENT OF PURPOSE

Interior design is a service profession. This dynamic field pertinent to the California economy addresses function and aesthetics, lifestyles, technology, historical perspectives, environmental needs, demographic changes, legislative issues and universal design. Academic and technical preparation essential to the profession include analysis and synthesis of user needs, business, technical and communication skills, as well as creative expression and development.

Goals

The goals of the Interior Design/Merchandising program are to:

- Offer an educational program which meets the minimum qualifications for entry level employment and/or preparation for a higher level of education and continuing career advancement.
- Provide competencies for addressing health, safety and welfare issues.
- Prepare students to meet the requirements for professional certification.
- Consider the physical, psychological and cultural needs of people in relation to the built environment.
- Promote creative and critical thinking skills.
- Incorporate relevant work site experiences.
- Develop partnerships with design practitioners and industry.
- Implement an interdisciplinary curriculum.
- Promote awareness of cultural and global issues.

Goals, continued

- Integrate academic and career skills.
- Articulate with all educational levels.
- Provide a structure which reflects vertical integration of skills and competencies.

CAREER OPPORTUNITIES

Career Paths

The profession of Interior Design/Merchandising offers a variety of specializations including:

- Residential Design
- Kitchen and Bath
- Commercial
- Health Care
- Retail
- Hospitality
- Facility Management
- Institutional
- Education
- Product Design
- Universal Design
- Historic Preservation

Jobs within these areas can relate to design, sales, merchandising, management, research, advertising, product development, public relations, consumer relations and housing.

Work conditions and hours are varied and often involve travel as well as long and irregular work days. Salaries can range from minimum wage with a small commission to a competitive salary or commission. Incomes of experienced professionals vary greatly depending on location, volume of business and their reputation. The greatest number of job opportunities and highest wages generally exist in larger urban areas.

Potential employment opportunities for various levels of education are:

- Entry: Occupational Certificate (Level I) - The entry/certificate level provides students with basic skills and knowledge leading to employment in an Interior Merchandising related job.

Level I– Entry: Career Certificate Program. Completion of a core of specific courses which lead to a Certificate in Interior Merchandising. Courses identified in Matrix under Level I (See page 62).

Opportunities:

Merchandising Display
Resource Librarian
Sales
Showroom Assistant

- Preprofessional: AA/AS Degree (Level II) - The AA/AS Degree provides students with an option for a career or the requisite foundation for transfer to a four-year college or university.

Level II– Preprofessional: AA/AS Degree. Completion of an AA/AS degree in Interior Design requiring a minimum of 60 semester credit hours including a minimum of 15 units in Liberal Arts and Sciences. Provides students with Foundation for Interior Design Education and Research (FIDER) preprofessional assistant level qualifications in planning, illustration, specifications, estimating, installation, management or merchandising. Courses identified in Matrix under Level II (See page 62).

Opportunities:

Interior Design Assistant
Interior Design Technician
Interior Design Illustrator
Specification Writer
Expediter
Installer
Photo Stylist
Merchandiser
Salesperson
Manufacturer's Representative
Showroom Management
Home Fashions Coordinator

- Professional: BA/BS or Advanced Degree (Level III) - Advanced degrees provide students with the qualifications for professional employment.

Level III– Professional Level: BA/BS or completion of 120 semester credit hours in Interior Design, including a minimum of 30 semester credit hours in Liberal Arts and Sciences. Provides students with FIDER professional degree qualifications to practice Interior Design. Courses identified in Matrix under Level III (See page 62).

Opportunities:

- Interior Designer
- Design Consultant
- Product Designer
- Product Stylist
- Store Planner
- Journalist
- Interior Design Manager
- Showroom Manager
- Facilities Management

Note: Refer to the *Dictionary of Occupational Titles* (DOT) or your campus career information center for additional job titles and information.

Future Outlook

The future of Interior Design will be influenced by global changes, legislation, technological advances, growth and changing population, economy and public awareness as well as by an increasing emphasis on professionalism. Designers will be called upon to have more technical knowledge in specialized design areas, possess skills to work as a team member, work more closely with related professions and must be prepared to accept greater responsibility and accountability for the environments they shape.

The Labor Market Information (LMI) data on current employment opportunities by county should be utilized as a resource for projecting current and emerging jobs and placement potential. This data is available at each California community college.

CURRICULUM: PROGRAMS AND COURSES

Programs

The Interior Design/Merchandising curriculum is designed to provide a multi-level program of study for students interested in pursuing employment in merchandising, preprofessional or professional level careers in interior design and related fields. Courses within the curriculum will also provide part of the undergraduate requirements necessary for students transferring their credits to a program of study in Interior Design at a four year college or university. Large or regional programs can provide specialized courses such as kitchen and bath design, health care facility design, etc. Selected courses provide students with lifelong learning experiences, consumer skills and continuing education. Departmental designation and unit value may vary among institutions.

Regionalization

A model for regional Interior Design/Merchandising programs was developed with a grant from the Chancellor's Office, California Community Colleges (COCCC). The model is being implemented in the Orange and Los Angeles County areas at Orange Coast College, Mt. San Antonio College, Long Beach City College, Fullerton College, Saddleback College and Santa Monica College.

The mission of the regional program is to provide a high quality, interdisciplinary, accessible, multi-level, accredited interior design program which graduates students with the competencies required to enter the profession of Interior Design/Merchandising.

Advantages of the Regional Program include:

- Students may finish program in a shorter time due to greater variety of dates, times, locations and courses offered.
- Students are exposed to a variety of teaching styles and opportunities for interaction with faculty.
- Faculty enjoy the stimulation of sharing professional information and teaching strategies with colleagues from different educational institutions.
- Faculty creative energies are challenged and renewed.
- Participating colleges have full articulation with one another, ensuring consistent curriculum and smooth transfer of credits.
- Participating colleges conserve resources by sharing facilities, curriculum, accreditation costs and possibly, faculty salaries.
- Curriculum becomes richer and broader-based with specialized classes at each of the participating colleges.

Courses in this Interior Design/Merchandising regional project are reflected in this chapter. There are three levels to the curriculum: Level I a certificate program leading to employment in merchandising or sales, Level II a program which meets FIDER accreditation standards for the preprofessional assistant level leading to employment as a design assistant and Level III a program which meets the FIDER accreditation standards for the professional degree level of education leading to employment and certification as a professional interior designer. The courses are double asterisked (**) on the Interior Design/Merchandising Matrix (See page 62). The designated course number and level assigned in the Regional Curriculum are listed in the appropriate courses in the Course Description and Core Components (See pages 63-81).

Information about the Regional Curriculum is available from Orange Coast College Interior Design Department, the Chancellor's Office California Community

Colleges (COCCC) or ERIC. (See Introduction section for COCCC and ERIC addresses.)

Other Programs: Not all colleges are able to participate in a regional type of program. Interior Design/Merchandising programs presented in this *Program Plan* can be offered at any college. Smaller or isolated schools offering a limited selection of courses should discover that this Interior Design/Merchandising section provides a rich, helpful resource for updating, expanding or strengthening current courses. The Matrix may suggest cooperative interdisciplinary possibilities. The demographics of the college and community will determine the appropriate type of curriculum for an individual college. The Matrix of Interior Design/Merchandising courses indicates the courses appropriate for each level of an Interior Design/Merchandising program. Colleges should work with an advisory committee representative of employers and professional organizations to design the program which best fits community and student needs. Colleges should also utilize Directories included with this *Program Plan* to identify other community college Interior Design/Merchandising programs and design professionals for additional support systems.

Course Classifications

TOP Classification: The TOP (Taxonomy of Programs) Code classification for Interior Design is:

1302.00	Interiors (Environment, Design, Merchandising) Design and its functional application to the environment, housing, furnishing accessories and equipment to provide residential environments which fit the psychological, sociological, emotional and physical needs of the users aesthetically, functionally and safely.

It is recommended that the TOP Code be changed as follows:

Title	Interior Design/Merchandising
Description	Design and its functional application to the environment, housing, furnishings, accessories and equipment to provide commercial and residential environments which meet the psychological, sociological, emotional and physical needs of the users and protect the health, safety and welfare of the general public.

Vocational: Courses included in the Interior Design/Merchandising programs are considered to be vocational and occupational.

Transfer: Transfer courses have a course content that is either currently articulated as an equivalent course at a four-year transfer institution or perceived to be a potential equivalent course.

The following courses have been identified with the University of California and the California State University system and have been granted a California Articulation Number (CAN).

CAN H EC	4	Principles of Design
CAN H EC	6	Textiles
CAN H EC	16	Life Management
CAN H EC	18	Interior Design Fundamentals

Lifelong Learning, Continuing and Adult Education: Many of the courses within the program provide knowledge and skills which enhance the quality of life and develop more knowledgeable consumers. These courses are offered to students seeking career education or with general interest in the subject area.

Community colleges also have the opportunity to offer non-credit adult education courses within this subject area. The purpose, content and class hours should be determined by the local community needs.

Professional organizations and certification require continuing education. There is opportunity for community colleges to develop continuing education courses and workshops to meet the needs of practicing professionals.

Levels: There are three identified levels for Interior Design/Merchandising programs. These levels are explained in the *Career Opportunities* section. Courses for each level are indicated on the *Interior Design/Merchandising Courses Matrix*, page 62.

Electives: A partial listing of recommended courses from which students might select to complement their degree or certificate requirements, or to develop job-specific skills follows: *(does not address Interior Design courses which may be relevant for other programs.)*

List of Suggested Electives
- Cultural Design
- Basic Accounting
- Beginning Drawing
- Business Math
- Construction Documents
- Gerontology
- History of Art I
- History of Art II
- Marketing
- NCIDQ Exam Review
- Two Dimensional Design
- Three Dimensional Design
- Visual Merchandising
- Weaving

Note: The above courses except National Council for Interior Design Qualifications (NCIDQ) Exam Review have interdisciplinary relevance.

Field Experience/Internship: Students benefit from having work site experiences within their subject area. Students are encouraged to participate in supervised/monitored field experience courses to gain a deeper understanding of the relationships between classroom theory and practical application.

General Education: California community college philosophy supports the belief that in granting an associate degree, the college certifies that the recipient has acquired a level of competency in a specific course of study and a competency in a broad general knowledge of the physical world and its inhabitants, the achievements of humankind, a clear and logical manner of thinking and computational, analytical and communication skills. Each college specifies its own general education requirements with the intent to encourage each graduate to attain this knowledge in a manner consistent with the graduate's interests and goals. Transfer students should be encouraged to have the general education courses certified by the community college.

Interdisciplinary: It is recommended that colleges develop strong interdisciplinary connections. The courses identified in the Interior Design/Merchandising program involve Family and Consumer Sciences, Art, Business, Drafting, Computer Sciences, Architecture and Behavioral and Social Sciences.

Curriculum Integration and Implementation

To utilize this *Family and Consumer Sciences Program Plan*, faculty need to take the *Curriculum: Programs and Courses* and the *Course Description and Core Components* sections and personalize them to their college and community. In the development of the course content, the topical outline, measurable objectives, evaluation methods and assignments for the course, certain national educational issues must be addressed. Some of these issues relate to federal legislation, others closely affect the delivery of education. Family and Consumer Sciences courses and programs encompassing these issues will be positioned to stay in the forefront of educational reform.

SCANS: Published by the U.S. Department of Labor, the *Secretary's Commission on Achieving Necessary Skills* (SCANS) Report was the result of one and one-half years of interviews with business, industry and labor.

This federally commissioned study identified five "competencies" of generalized abilities required for an individual to work and function successfully in the workplace of today and the foreseeable future. Effective workers must be able to productively use *resources, interpersonal skills, information, systems* and *technology*. In addition foundation skills are needed which include *basic skills* focusing on the ability to read, write, speak, listen and perform computations; *thinking skills* including creative thinking, decision making, problem solving, seeing things in the mind's eye, knowing how to learn and reason and *personal qualities* that help students take responsibility for their own behavior and work constructively in group situations.

As classes are developed by faculty, curriculum must be planned to include learnings and assignments which implement these SCANS skills and evaluation systems which will measure the students success/mastery of them. The Life Management course includes many of the SCANS skills. By including this course in every program, a college can facilitate the development of these competencies in students.

All Aspects of the Industry: Students must have a broad view of the industry in which they will work. The Carl Perkins Vocational and Applied Technology Education Act (VATEA, P.L. 101-392, 1990) states that curriculum should reflect "all aspects of the industry" including planning, management, finances, technical and production skills, underlying principles of technology, labor and community issues, health and safety and environmental issues related to that industry.

Integrated Academics: VATEA guidelines clearly identify the need to have an educational curriculum which integrates academic and vocational learning. Many Tech Prep projects within California have developed courses and programs which implement this process. No singular method has been prescribed as being the model for integrated academics, allowing for the flexibility of the college and educational program to develop its own model. Examples of how integration can be achieved include: paired teaching of academic and vocational courses, team teaching a singular course which combines the acquisition of vocational and academic competencies, certifying a vocational course as to its content and competencies meeting the academic criteria, learning communities and honors programs.

As courses and assignments are developed, Interior Design/Merchandising faculty should work closely with the academic faculty to be creative in addressing the learning of the traditional "general education" competencies within the vocational programs.

Work Based Learning: The School to Work Opportunities Act of 1994 (California uses the term School to Career) encourages all states to develop systems that help students transition from school to the workplace. Our educational systems must ensure that we are preparing students with the skills and knowledge that allow them to enter and advance within a career. To do this, the following components need to be at the basis of an educational frame:

- An integration of work based learning and school based learning;
- A coherent sequence of courses that prepares a student for a first job, typically including one or two years of post secondary education, a high school diploma, a skill certificate or post secondary certificate or diploma;
- A program incorporating work based learning, school based learning and connecting activities.

Educational programs can provide work based learning through such methods as cooperative work experience, internships, field work placement, job shadowing, mentoring and volunteering. Faculty also have the opportunity to experience work based learning through grants which allow their return to a work site for a limited period of time.

Articulation/Communication: This *Family and Consumer Sciences Program Plan* includes an Articulation section, which identifies the importance of creating the "seamless" curriculum, allowing students to progress through California's educational system. An overriding goal of articulation has been to eliminate duplication of learnings from course to course, level to level and among and between educational segments. As Tech Prep programs and 2+2 agreements expand, it is critical that Interior Design/Merchandising courses clearly state competency outcomes for students.

Community college Interior Design/Merchandising programs should follow the articulation guidelines identified in this *Program Plan* and develop closer links with the other educational systems in their area. Only through faculty's continued effort to work collaboratively with faculty from other educational institutions and systems can articulation be developed, expanded and made to benefit students in their progress toward an educational goal.

One educational trend gaining in importance is "distance learning." There are many modalities of this, the most common being the transmission of course sessions through a television program. Also, Internet and computer communication plus other methods allow for students to learn at time schedules which meet their needs. As distance learning is not limited by traditional geographical boundaries, articulation becomes more important extending beyond the immediate institutions in a college community.

Communication is a key component to successful articulation. Community college faculty should utilize the technological advances in communication systems. Modems and fax machines make electronic mail (e-mail) and electronic bulletin boards an efficient and cost effective means of communication.

Now that California Community College electronic messaging systems such as Infonet and CAVIX have internet connectivity, the barriers to electronic communication are being eliminated. With the emergence of the World Wide Web, access to the internet is now "user friendly." Yet, the effectiveness of e-mail is dependent upon the entire profession utilizing it. Inservice training should be available for community college faculty unfamiliar with communicating electronically so that they can experience the thrill of accessing an astonishing array of world-wide resources via the internet.

Equal Access and Learning Success: Interior Design/Merchandising programs must focus on recruitment of students and ensure that equal access is provided to all. This includes students who are underrepresented such as academically and economically disadvantaged, limited English proficient, culturally diverse, disabled and students in gender imbalanced programs. Faculty must ensure that bias in instruction and instructional materials has been avoided and that all students have the opportunity to succeed.

Faculty need to work cooperatively with college student support programs. These include GAIN, JTPA, EOPS, CARE, Reentry Centers and LEP. Inservice training is critical to allow faculty to learn strategies which complement individual student success in learning. Collaborative assignments, multimedia presentations, self paced learning, module learning are just a few of teaching modalities which are important to today's classroom. Recruitment and marketing materials should also address these issues.

INTERIOR DESIGN/MERCHANDISING COURSES MATRIX
(FOR ADVISING AND COUNSELING)

COURSES	LEVELS*		
	I	II	III
**Advanced Computer Aided Design/Drafting			X
**Applied Color and Design Theory	X		
**Architectural Drafting	X	X	
Business Math Fundamentals	X		
**Codes and Specifications			X
**Computer Aided Design and Drafting	X	X	
**Drawing - Illustration		X	
Environments/Space Planning		X	
**Fundamentals of Lighting Design		X	
**History of Interior Architecture and Furniture I		X	
**History of Interior Architecture and Furniture II		X	
**Interior Design Careers	X		
**Interior Design- Commercial		X	
**Interior Design Field Experience/Internship		X	X
**Interior Design Fundamentals	X		
Interior Design Specialties		X	X
**Interior Design Studio	X		
**Interior Design Studio III, IV			X
Kitchen and Bath Design			X
Life Management	X		
**Materials and Products	X		
Principles of Design	X		
Product Design		X	X
**Professional Practices for Interior Design		X	
**Rendering and Rapid Visualization			X
** Sales	X		
**Small Business Management			X
**Space Planning		X	
Textiles	X		
Visual Merchandising	X		
**Working Drawings		X	

*LEVELS:
I Entry: Interior Design/ Merchandising Certificate
II Preprofessional: AA/AS Degree
III Professional: BA/BS Degree

**REGIONAL CURRICULUM

COURSE DESCRIPTION AND CORE COMPONENTS

The following course descriptions and core components delineate the content of the courses identified in the Course Matrix (See page 62). The core components were compiled from the 1988 FIDER standards and competencies developed through an Interiors curriculum grant awarded to Orange Coast College by the COCCC. Following the course descriptions, on page 82, a complete listing of the FIDER content units and achievement levels is shown.

ADVANCED COMPUTER AIDED DESIGN/DRAFTING

An advanced course in hands-on computer aided design and drafting (CADD) (Regional Curriculum, ID 270, Level III).

Core Components

Expanded work in core components of Computer Aided Design and Drafting

APPLIED COLOR AND DESIGN THEORY

Basic design theory and application. Utilization of tools, materials and equipment to develop technical skills applicable to interior, architectural and other related fields of design. Exploration of cultural heritage and psychological implication of design (Regional Curriculum, ID 130, Level I).

Core Components

- Introduction, course orientation
- Introduction to the design process and application to classroom projects. Presentation of design ideas written, oral and graphic form
- Introduction to design line, space, texture, pattern, shape and mass
- Unity, emphasis, proportion, scale, rhythm, balance
- Color: physiological aspects of seeing color, psychological factors, trends and forecasts
- Color attributes
  - hue
  - value
  - chroma/intensity
- Color systems
  - Munsell
  - Albers
  - Itten
  - Ostwold
  - Prang
- Color harmonies
  - related
  - contrasting
  - shibui
- Cultural interpretations of design and color
  - heritage/historical
  - symbolism
  - religion
  - geographic location
- Application of design elements and principles in related fields of:
  - design
  - apparel
  - industrial design
  - architectural
  - graphic
  - interior design
- Color forecasting

ARCHITECTURAL DRAFTING

Architectural design as it affects housing. Space arrangement, home planning, landscape design, comparative material costs and building codes are considered. Includes development of architectural construction documents (Regional Curriculum, ID 110 Beginning Drafting for Interior Design, Level I).

Core Components

- Drafting
  - plans
  - elevations
  - tools
  - lettering
  - signage
- Space planning
  - universal design
  - human factors and behavioral needs
- Residential and Commercial
- Building construction and support systems
  - codes and standards
  - materials selection and specifications
  - electrical
  - HVAC
  - plumbing
  - structural system
  - energy considerations
  - acoustics
- Communication skills
  - client analysis
  - presentation to client
  - listening skills
  - telephone skills

BUSINESS MATH FUNDAMENTALS

Skills used in business operations emphasizing common and decimal fractions, percentage, interest and simple averages, trade and cash discounts, mark-up, profit margin and loss, commissions and compound interest (May be met through assessment).

Core Components

- Business skills
  - professional ethics
  - calculations
  - computers
  - computer skills
  - estimates
  - budget development
  - measuring inch (English system) unit and metric systems (SI)

CODES AND SPECIFICATIONS

Explores federal regulations, codes and specifications concerning life-safety issues, barrier free access (Americans with Disabilities Act [ADA]) and universal design requirements relative to residential and contract design). Special attention is given to performance, health/safety and universal design when estimating and preparing specifications for interiors materials and products (Regional Curriculum, ID 250, Level III).73

Core Components

- Professional and product liabilities
- Regulations, standards and codes
  - federal regulations
  - standards organizations
  - model building, plumbing and mechanical codes
  - life safety code
  - national electrical code
  - one and two family dwelling code
  - state and local codes
- Construction types and building sizes
- Occupancy classifications and load
- Means of egress
- Smoke and fire protection
- Universal design
- Specification format and content
- Coordination of drawings, schedules and specifications
- Interior Design performance criterion

Health/safety factors, universal design applications, estimating and specifications

COMPUTER AIDED DESIGN AND DRAFTING

Hands-on instruction in the use of computer aided design and drafting (CADD) (Regional Curriculum, ID 140, Level I).

Core Components

Hardware
Software applications overview
2 D drawing and manipulation commands
Screen display
Edit - making changes to a drawing
Creating and manipulating text
Dimensioning
Symbols and groups
Current industry programs

DRAWING - ILLUSTRATION

Creative expression and communication through the use of the drawing medium. Emphasis is placed on basic drawing methods and skills, graphic structure, composition and exploration of drawing (Regional Curriculum, ID 200, Interior Illustration, Level II).

Core Components

Perspective methods
The cube
Circles, cones, spheres, cylinders
Perspective drawings produced from scaled dimensioned floor plans
Drawing design components in perspective
Basic rendering techniques of lighting, shading and shadowing
Techniques for adding details and realism to a perspective drawing
Visual presentation techniques
Oral presentation techniques: professionalism vs. non-professionalism
Study models

ENVIRONMENTS/SPACE PLANNING

Global housing decisions related to environmental, social, cultural, economic and physiological family needs including demographics and ergonomics. Emphasizes evaluation of the housing structure and current monetary market.

Core Components

- Building construction and support systems
  - zoning: land usage, city planning
  - materials selection and specification
  - structural systems
  - energy considerations: solar, computer
  - siting
  - landscaping
  - storage
- History
  - restoration
  - architecture
  - interiors
- Space planning
  - universal access
  - human factors and behavioral needs
- Business skills
  - computer
  - budget
- Interior materials, solar applications
  - floor and wall coverings
  - fabrics and textiles
  - window, skylight coverings

FUNDAMENTALS OF LIGHTING DESIGN

An overview of lighting design fundamentals to include both aesthetic and technical considerations. Emphasis on properties of light color and visual perception, terminology, light sources, luminaires and controls, lighting techniques, lighting graphics and specifications, calculations and photometrics, energy issues and legislation, codes and standards and building construction and support systems (Regional Curriculum, ID 210, Level II).

Core Components

- History of lighting
- Color
  - theory
  - coordination
- Building construction and support systems
  - codes and standards
  - materials selection and specifications
  - electrical
  - structural system
  - energy considerations
- Types of luminaires
- Lighting techniques
- Business skills
  - calculations
  - computers
  - reading lighting catalogues
- Communication skills
  - client analysis
- Drafting
  - plans
  - line quality
- Interior materials
  - lighting and luminaries
- New technologies
- Lighting calculations
- Vision and perception
- Design application
- New technologies

HISTORY OF INTERIOR ARCHITECTURE AND FURNITURE I

Foundations of architecture and furniture styles of the world from ancient Egyptian up to the Victorian period. Covers social, cultural, political and physical factors affecting the design and development of specific styles and periods. Description of dominant influences and characteristics of historical Interior Design, furniture, ornamental design, decorative arts and architecture and textiles (Regional Curriculum, ID 180, Level II).

Core Components

- Historical influences
  - Antiquity
    - Asiatic
    - Egypt
    - Greek civilization
    - Roman empire
  - Medieval
    - Byzantine
    - Early Christian
    - Romanesque and Norman
    - Gothic
  - Renaissance
    - Italian
    - Spanish
    - French
    - English
  - Baroque
  - Rococo
  - Neoclassic
  - French Periods
    - Louis XIV - Baroque/Versailles, Rococo, Neoclassic
    - Louis XX - Rococo
    - Louis XVI - Neoclassic
    - Directoire
    - Empire

HISTORY OF INTERIOR ARCHITECTURE AND FURNITURE II

Architecture and furniture styles of the world from the beginning of the Victorian period to the present. Includes Oriental influences, minor art periods which have affected these styles and decorative art (Regional Curriculum, ID 190, Level II).

Core Components

- Countries and Periods
  - England
    - Elizabethan
    - Jacobean
    - William and Mary
    - Queen Anne
    - Chippendale
    - Adams Brothers
    - Hepplewhite
    - Sheraton
    - Regency
  - American
    - Influences of Europe
    - Pacific Rim influences
      - Mayan/Mexico
      - American Indian, Eskimo
    - Atlantic Rim influences
      - Africa - slave trade
      - Scandinavia
    - Early Colonial 17th century/18th century
      - Queen Anne
      - Georgian
      - Federal Period
    - 19th century
      - American Empire
      - Victorian Revival Styles (Rococo, Gothic, Greek etc.)
      - Arts and crafts
      - Art Nouveau
    - 20th century
      - Art deco/expressionism/de Stijl
      - Bauhaus/international style
      - Modern/streamline
      - Modern/Scandinavian/Post modern
    - Contemporary designers
      - 1950's to present
    - Other Futurists

INTERIOR DESIGN CAREERS

Survey of [illegible] Interior Design profession, industry, related occupations and work sites. Em[illegible]asizes personal, educational and professional qualifications required for e[illegible] into the Interior Design and related professions (Regional Curriculum, ID [illegible], Level I).

Core Components

- Definition of Interior Design/Designer
- History of design profession
- Career opportunities
- Professional associations, certification and licensing
- Career search
- Future of the profession
- Workplace experience

INTERIOR DESIGN - COMMERCIAL

Application of design principles and elements and selection of materials in planning of commercial environments that meet user, functional, legal and environmental needs (Regional Curriculum, ID 215, Interior Design Studio II, Level II).

Core Components

- Drafting
  - all components
- Color
  - coordination
- Design
  - design process
  - elements and principles
- Space planning
  - programming
  - all components
- Commercial building, construction and support systems
  - all components
- Communication skills
  - client analysis
  - presentation to client
  - written concept statements
- Interior materials
  - all components
- Business skills
  - measurements
  - calculations

    - contracts
    - budgets
    - knowledge of sources

INTERIOR DESIGN FIELD EXPERIENCE/INTERNSHIP

Supervised internship related to classroom based learning at an interior design work-site (Regional Curriculum, ID 240, Interior Design Internship, Level II).

Core Components

All components

INTERIOR DESIGN FUNDAMENTALS

Application of design principles and elements in planning of total interior environments that meet individual, functional, legal and environmental needs. Selection of all materials and products used in interior environments will be emphasized for the functional aesthetic quality (CAN H EC 18) (Regional Curriculum, ID 100 Fundamentals of Interior Design, Level I).

Core Components

- Color
    - coordination
- Design
    - elements and principles
    - cultural, physiological, psychological and environmental factors
- Space planning and floor plan evaluation
- Furniture selection and arrangement
- Residential building construction and support systems
    - all components
- Communication skills
    - client analysis
    - presentation to client
    - written concept statements
    - universal design
    - codes and legal requirements
- Interior furnishings, finishes and materials
    - all components
- Accessories and enrichment

INTERIOR DESIGN SPECIALTIES

These are suggested additional specialized courses depending on community needs.

Universal Design
Child Care Facilities Design
Corporate Facility Design
Design for Educational Spaces
Facilities Management
Health Care Facility Design
Hospitality Design
Elder Care Facilities
Transgenerational Design
Model Home Design
Project Management
Retail Design
Institutional Design
Entertainment Design
Housing for the Elderly
Office Design
Historic Restoration/Preservation

INTERIOR DESIGN STUDIO

Analysis and application of the design process to the space planning, materials and finish choices, codes application and selection of specialized equipment unique to the planning spaces. Design solutions will be developed in the studio (Regional Curriculum, ID 105, Interior Design Studio I, Level I).

Core Components

All core components

INTERIOR DESIGN STUDIO III, IV

Expanded studio experiences which develop, analyze and apply design concepts to interior environments (Regional Curriculum, ID 265 and 275, Level III).

Core Components

All core components

KITCHEN AND BATH DESIGN

Analysis and application of the design process to the space planning, materials and finish choices, codes application and selection of specialized equipment unique to planning kitchen and bath spaces. Design solutions for kitchen and baths will be developed in the studio.

Core Components

- Functional needs of kitchen and bath spaces
  - regulations
  - industry standards
  - special populations
- Space planning for kitchen and bath
  - universal design
  - equipment clearances
  - codes
  - special storage
- Mechanical considerations
- Materials and finishes
  - environmental issues
  - health/safety
  - maintenance
  - aesthetics
  - specifications writing
- Lighting
  - energy needs
  - task needs
  - aesthetics
- Designing for kitchen and bath spaces
  - working drawings
  - presentation
- Careers and certification in kitchen and bath

LIFE MANAGEMENT

Changing conditions in society which influence life management, including family structure, diversity, values conflicts, multiple roles, the global economy and technology. The approach will include application of values clarification, the decision-making process and systems theory (CAN H EC 16).

Core Components

- Values, goals and standards
- Ethics
- Resource identification and allocation
- Self esteem
- Motivation/procrastination
- Conflict resolution
- Communication
- Time and energy management
- Delegation
- Work simplification
- Impact of home based businesses
- Managing environmental resources
- Career opportunities in Life Management

MATERIALS AND PRODUCTS

Analysis, application and evaluation of products and materials used in interiors. Emphasis placed on the processes, materials and resources for products in furniture, wall coverings, floor coverings, window treatments, architectural finishes and ceiling systems (Regional Curriculum, ID 150, Level I).

Core Components

- Performance evaluation of interior furnishings, finish materials products
- Professional and product liability
- Interior textiles
- Fabrics in use
- Fabric facts
- Fabric maintenance
- Decorative fabrics glossary
- Interior materials and finishes
- Furniture
- Maintenance

PRINCIPLES OF DESIGN

Color and design theories including basic visual elements, principles of design, their properties and relationships, and development of sensitivity to and judgment of design (CAN H EC 4).

May be divided into two separate classes:

Design Techniques and Analysis - Concepts and techniques of design theories including use of tools, materials and ideas for visual communication. Includes use of design, color and impact principles with emphasis on making visual presentations.

Color Theory - Theory and application of color as it is used to create and change environments. Emphasis on nomenclature, review of color systems, mixing colors, color psychology and color application.

Core Components

- Basic design theory
- Color
    - theory and application
    - coordination
- Design
    - elements and principles
- Ideas for visual communication
- Use of tools and materials

PRODUCT DESIGN

Custom design of furniture, casegoods, cabinetry, floor coverings, wall coverings, textiles, accessories and other products of concern to the interior designer.

Core Components

- Research
- Drafting/construction documents
    - plans
    - sections
    - rendering
    - elevations
    - details
    - models
- Materials and finishes specifications
- Fabrication
- Marketing

PROFESSIONAL PRACTICES FOR INTERIOR DESIGN

The business and professional management of an Interior Design practice including legal issues, project management and business practices (Regional Curriculum, ID 230, Business and Professional Practice, Level II).

Core Components

How to establish an Interior Design practice
Advice and counsel
Business formations
Legal filings
Legal responsibilities
Managing the business finances
Product pricing considerations
Determining design fees
Preparing design contract documents
Marketing and business development
Promoting the Interior Design practice
Selling techniques
Project management
Working with trade resources
Contact documents and specifications
Order processing
Delivery and installation

RENDERING AND RAPID VISUALIZATION

Application of the methods, techniques and tools used for illustrating interior spaces and products with an emphasis placed on rapid production (Regional Curriculum, ID 260, Level III).

Core Components

Perspective
Quick sketch drawing techniques
Quick sketch drawings of architectural components and details
Quick sketch drawings of interior components and details
Rendering techniques
Application of the rendering techniques to enhance:
    study models
    presentations

SALES

Principles and technique in selling ideas, services or commodities (Regional Curriculum, ID 160, Level I).

Core Components

Communication and presentation skills
Marketing skills
Sales techniques

SMALL BUSINESS MANAGEMENT

Practical problems encountered in organizing and operating a small business enterprise (Regional Curriculum, ID 280, Level III).

Core Components

Formulating a business plan
Business practices and licensing
Project management
Employee relations
Computers
Accounting and finance

SPACE PLANNING

Research and development of design solution based on human factors, diversity, universal accessibility and interior environmental issues. Skills in drafting and presentation techniques are emphasized (Regional Curriculum, ID 170, Level II).

Core Components

Introduction to space planning
Human factors: anthropometrics, ergonomics, proxemics
Psychological factors
Diversity: ethnic, age, cultural, gender
Evaluating floor plans
Service spaces and space efficiency, storage
Social and private space
Furniture arrangements
Lighting
Interior systems and furnishes that impact health, safety and welfare of occupants
Universal design issues
Communication of design
Concepts: oral, written and graphic
Building construction and support systems specialties
Design solutions

TEXTILES

An introductory analysis of textile fibers, yarns, fabrications, dyestuffs and finishes. Emphasis on selection, use, performance, suitability and care of textile products for various end uses. Government legislation, labeling and simple testing, evaluation of performance and new technologies (CAN H EC 6).

Core Components

Historical background
Fiber classification, theory and identification
Textile legislation, labeling, import regulation, consumer protection and environmental issues
Yarn structure and construction
Fabric construction
Fabric finishes
Color, dyestuffs, printing and other applied design
Fabric characteristics, performance and suitability
Fabric selection, use and care
Fabric testing and evaluation
New technologies

VISUAL MERCHANDISING

Experience in designing and constructing visual displays for cost effective merchandising strategies to increase sales and enhance store image.

Core Components

Role of display
Historical development
Elements and principles of visual merchandising design
Care and handling of equipment
Types of selling environments including multicultural
Display budgets and cost analysis
Display calendar and themes
Fixtures, mannequins and props
Display techniques
Lighting
Signage
Display locations
Safety and security
Evaluation: visual, sales and image impact
Store planning/layout

WORKING DRAWINGS

Application of methods and techniques used in the development of architectural construction documents from site selection to completion (Regional Curriculum, ID 220, Level II).

Core Components

All components

FIDER GUIDELINES (1988)

The Preprofessional Assistant Level Program

Categories, content units and achievement levels. Symbols indicate the required minimum achievement level for each content unit. Student achievement is defined by the following criteria:

A = Awareness: basic familiarity with concepts and examples that provide a broad general knowledge about a subject
U = Understanding: a deeper level of comprehension regarding concepts; a more specific and detailed knowledge
C = Competency: a highly-developed ability to apply the information and concepts to *specific tasks*.

Basic Design		
1.1	Studio: two-dimensional design fundamentals	U
1.2	Studio: three-dimensional design fundamentals	U
1.3	Studio: color	C
Theory		
2.1	Theory: elements and principles of design	U
2.2	Theory: color	A
2.3	Theory: human environment (proxemics, behavior)	A
Interior Elements		
3.1	Space planning	U
3.2	Furniture arrangement	C
3.3	Furnishings and materials selection	C
3.4	Finish materials selection	C
3.5	Color	C
3.6	Lighting	A
Technical Knowledge		
4.1	Structure and construction	A
4.2	Building systems	A
4.3	Materials	U
4.4	Codes and standards	U
Visual Communication		
5.1	Drafting	C
5.2	Sketching and rendering	U
5.3	Presentation boards	C
Business Practice		
6.1	Interior Design profession and organization	U
6.2	Business organization and operation	U
6.3	Verbal communication	C
6.4	Sales	U
6.5	Estimating and installation	U
6.6	Schedules and documentation	U
6.7	Specifications	A
History		
7.1	Interiors and furnishings	U

PROGRAM DEVELOPMENT AND REVIEW

Professional Standards

Interior Design/Merchandising faculty must meet hiring requirements (AB 1725) for community colleges as established by the State of California and follow the guidelines of the California Community Colleges Chancellor's Office. A BA/BS Degree in Interior Design or closely related major plus two years of experience in the design field, with the passage of the NCIDQ examination recommended, are the minimum qualifications for full-time positions in these programs as identified in the Chancellor's Office *Minimum Qualifications for Faculty and Administrators in California Community Colleges* document. An MA/MS Degree in Interior Design or a related field also meets the minimum requirements. In addition, it is strongly recommended that faculty have a minimum of two years of current full time work experience directly related to the courses which they teach, and meet the California professional certification standards. Evaluation of faculty should be done on a regular basis, and faculty should be encouraged to participate in staff development and continuing education activities.

Dedicated, enthusiastic and innovative faculty are the major resource in Interior Design/Merchandising education. They must provide the education and guidance for students and direction of programs to meet the challenge of the fast-paced, changing world of Interior Design. They must be aware of legal, technological, global and ethical issues. California's diverse population should be considered in preparation and selection of faculty for Interior Design/Merchandising courses and programs.

Close working relationships developed between faculty and counselors, placement and other support staff enhance the services to Interior Design/Merchandising students on campus.

Program Standards

The program of Interior Design is currently undergoing national evaluation by professional organizations and professionals related to the field. Uniform standards are being developed throughout the nation for the profession of Interior Design which has resulted in Self-Certification Legislation in the State of California. These standards include minimum requirements for education and experience, examination of minimum competency qualification, a code of ethics and a requirement for continuing education.

Educational standards have been established by FIDER, which accredits programs throughout the nation in preprofessional and professional levels. FIDER Standards and Guidelines address:

- Definition of the interior designer
- Eligible institutions
- Program objectives
- Faculty
- Interior design students
- Administration
- Physical facilities
- Educational programs for interior design
- Relations to the outside community

Although an education from a FIDER-accredited college or school is not yet required for employment in the field of Interior Design, nationally many colleges have sought and gained FIDER accreditation. Colleges should develop curriculum in compliance with FIDER standards and guidelines.

Evaluation

Colleges and faculty have the obligation to keep programs current and relevant. One tool developed for the Interior Design/Merchandising courses and programs is the *Family and Consumer Sciences (FCS) Self-Study and Assessment* system. This process allows local colleges to assess program strengths and to target areas for improvement. It may be utilized at the local level as an evaluation tool for program review and development or enriched through validation by a visiting team of objective, outside professionals. The computerized program, available from Diablo Valley College, aligns with the format of this *Program Plan* section. Results can be shared with staff, advisory committee members, governing boards and students to ensure program content validation.

Professional Organizations

Professional and trade organizations provide a valuable resource for program content and currency, student experiences and forming partnerships. A *Directory of Professional and Trade Organizations* is included as a separate section of this *Program Plan*.

Faculty membership and participation in related Interior Design professional/trade organizations is encouraged. These include:

AAFCS - American Association of Family and Consumer Sciences
AAFCS-CA - American Association of Family and Consumer Sciences, California Affiliate
AAHE - American Association of Housing Educators

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AIA - American Institute of Architects
AIAIC - American Institute of Architects Interiors Committee
AILA - American Institute of Landscape Architects
ASID - American Society of Interior Designers
AVA - American Vocational Association
AWI - Architectural Woodwork Institute
BHE - Business Home Economists, Business Section of AAFCS
BIFMA - Business and Industry Furniture Manufacturer's Association
CAVE - California Associations of Vocational Educators
CLCID - California Legislative Conference of Interior Designers
DLF - Designers Lighting Forum
EDRA - Environmental Design Research Association
FIDER - Foundation for Interior Design Education and Research
IALD - International Association of Lighting Designers
IDC - Interior Designers of Canada
IDEC - Interior Design Educators Council
IDS - Interior Design Society
IES - Illuminating Engineering Society of North America
IFDA - Interior Furnishings and Design Association
IFID - International Federation of Interior Designers
IFMA - International Facilities Management Association
IIDA - International Interior Design Association
ISP - Institute of Store Planners
NASAD - National Association of Schools of Art and Design
NCIDQ - National Council for Interior Design Qualification
SAH - Society of Architectural Historians

ASID, IES have student chapter affiliations and IIDA has a student council.

Advisory Committee

The purpose of the Interior Design/Merchandising Advisory Committee is to review, recommend and support curriculum which reflects the skills and competencies required for today's global workforce. In addition, the committee can be used as a valuable resource for student placement and recruitment, scholarships, equipment and as a source for adjunct faculty. The committee should reflect the diversity of the campus, community and the interior design field.

An advisory committee is vital to an Interior Design/Merchandising program. Advisory committees involve community members and representatives from business and industry and professional organizations in developing programs which address the needs of the community as well as prepare students for meaningful and productive careers.

Interior Design/Merchandising advisory committees should draw members from a broad spectrum of professionals and include interior designers, managers of retail stores, environmental specialists, professors of interior design programs from four-year institutions and representatives from college, state and local placement services, secondary institutions and industry.

It is recommended that advisory committees range in size from 12 to 18 members. A large committee, although cumbersome to work with simultaneously, provides enough members for small committee work and overcomes the difficulty of scheduling meetings when some cannot attend.

Equipment and Facilities

Interior Design/Merchandising courses are taught in lecture modes, lecture and studio modes and internship modes. Therefore, it is imperative that programs have adequate classroom facilities, including a studio facility with equipment comparable to that used in industry. A well-equipped studio should be spacious, have optimal lighting conditions, provide individual work stations for all students, have adequate storage space for samples, have a sink and water and include the following design equipment:

- CAD systems
- Drafting tables, 24" X 36"
- Drafting stools, posture swivel
- Lectern podium
- Display boards
- Chalk boards/white boards
- Traditional audio visual equipment (slide projector, overhead projector, VCR, screen) or multi-sensory, computerized presentation equipment
- Standard file, flat files and storage cabinets
- Display cases with specialized lighting
- Light box
- Paper cutter
- Mat cutter
- Dry mount press and tacker
- Copy machine
- Miscellaneous supplies such as drafting tools, art media
- Catalogs, periodicals, product samples and other reference material
- Blueprint machine
- Presentation supplies
- Drafting supplies

It is strongly recommended that the studio facility be limited to Interior Design classes and be available for student use beyond scheduled class time.

Marketing and Recruitment

Techniques for marketing and recruitment of the Interior Design/Merchandising Program include the following:

Recruitment:

- Increase gender equity. Incorporate complete lists of career opportunities in brochures
- Develop articulation agreements with secondary Regional Occupational Centers/Programs (ROC/Ps)
- Establish interdisciplinary connections
- Provide Continuing Education Units (CEUs) for professional interior designers
- Use campus resources: counselors, women's programs, other disciplines.

Marketing:

- Use advisory committee connections
- Develop and distribute brochures and posters
- Use faculty business cards
- Participate in community projects
- Participate in high school career days
- Use telecommunication technology
- Participate in industry career days
- Provide programs/lectures for community groups.

Placement and Follow-up

It is the college's responsibility to educate students. That responsibility extends to making certain the education provides job skills necessary in the profession and that transfer courses are articulated with four-year institutions.

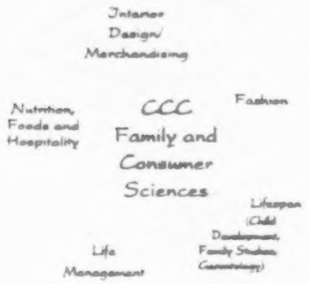
Interior Design/Merchandising faculty should work closely with the placement services available on individual campuses and should utilize every opportunity to publicize their programs so community employers are aware of potential employees. Faculty should also be aware of articulation agreements between their program and other colleges striving to meet the goals identified in this *Program Plan*.

Accountability is important in order to assure that the program is accomplishing its purpose. Job placement data and articulation agreements are two ways to measure results. Questionnaires or surveys also serve this purpose and can be administered to students upon completion of the program or at a specified time after completion. Data covering job placement and relevancy of program can be collected. The Interior Design/Merchandising instructional staff should cooperate in collecting data for the Statewide Follow-up System. Reports summarizing student and employer follow-up responses are available at each California community college. Employer surveys can assess the relevance of curriculum to job performance skills.

Maintaining contact with former students is difficult but necessary for accountability. Many colleges have alumni groups which are a useful resource for tracking former students and for promoting programs.

Interior Design/ Merchandising Purpose

Interior Design is a service profession. This dynamic field pertinent to the California economy addresses function and aesthetics, lifestyles, technology, historical perspectives, environmental needs, demographic changes, legislative issues and universal design. Academic and technical preparation essential to the profession include analysis and synthesis of user needs, business, technical and communication skills, as well as creative expression and development.


Interior Design/ Merchandising
Fashion
Nutrition, Foods and Hospitality
CCC Family and Consumer Sciences
Lifespan (Child Development, Family Studies, Gerontology)
Life Management

LIFE MANAGEMENT TABLE OF CONTENTS

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LIFE MANAGEMENT

STATEMENT OF PURPOSE

The Life Management program provides awareness of and preparation for a variety of careers in Resource Management (including Financial Management) and Consumer Affairs. On-the-job training will enhance the marketability of students. In addition, the curriculum is essential for preparing individuals to balance personal, family and work responsibilities throughout the life cycle. Life Management introduces many of the SCANS competencies to help people enjoy a productive, satisfying life and to help companies be competitive in the global marketplace.

Goals

The goals of the Life Management program are to:

- Implement a curriculum in managing human, economic, technological and environmental resources from a practical and theoretical aspect.
- Provide guidance in the development of life management skills to enhance the quality of life.
- Develop understanding of the effect of individual decisions upon global ecology and economy via the systems approach.
- Promote educational opportunities in the field of Life Management for career employment, professional development and lifelong learning.
- Strengthen partnerships between the Life Management program and the business community.
- Develop an appreciation of the concept of volunteerism as an enhancer of self esteem, a reducer of stress and a vehicle for the acceptance of taking responsibility.

CAREER OPPORTUNITIES

Career Paths

Individuals educated in Life Management can be employed in a number of broad and varied fields depending on their emphasis. Though the entry level (Level I) does enable a student to be employed, it is recommended that the student proceed to an AA/AS degree to facilitate upward mobility on the career ladder.

- Entry: Useful (Level I A) - The entry level provides students with basic skills and knowledge for personal use so that they can enjoy a productive and satisfying life. Coursework begins to develop competencies in interpersonal skills, critcial thinking skills, and personal qualities such as responsiblity, self esteem self management and integrity.

  Level IA– Entry: Useful. This level primarily prepares individuals to balance personal, family and work responsibilities. Courses are identified in Matrix under Level I A (See page 100).

- Entry: Occupational Certificate (Level I B) - The certificate level provides students with specific skills and knowledge leading to employment in a Life Management related job.

  Level IB– Entry: Occupational Certificate Program. The completion of a group of specific courses which leads to a certificate in Life Management or a related area. Courses are identified in Matrix under Level I B (See page 100).

  Opportunities:

  Activities/Event Planner
  Child/Adult Caregiver
  Consumer Services Representative
  Energy Management Specialist
  Household Manager
  Home Equipment Consultant
  Home/Business Efficiency Consultant
  In-Home Caregiver
  Manufacturer's Representative

- Technical: AA/AS Degree (Level II) - The AA/AS Degree provides students with an option for a career or the requisite foundation for transfer to a four-year college or university.

  Level II– Technical: AA/AS Degree. Completion of both General Education and Life Management specialization courses is required. Courses identified in Matrix under Level II (See page 100).

Opportunities:

Assistant Financial Planner
Care Manager
Consumer Credit Counselor
Consumer Services Counselor
Freelance Writer in Life Management
Homemaker Rehabilitation Specialist
Human Support Services
Human Services Para-Professional
Insurance Representative and Claims Adjuster
Consumer Advocate

- Professional: BA/BS or Advanced Degree (Level III) - Advanced degrees provide students with the qualifications for professional employment.

Level III– Professional: BA/BS Degree in Family and Consumer Sciences with emphasis in Life Management is available. Courses are identified in Matrix under Level III (See page 100).

Opportunities:

Community Agency Director
Consumer Affairs/Services Specialist
Consumer Education Specialist
Consumer Information Specialist to media, corporations, manufacturers, other business
Consumer Credit Counseling Services Director
Consumer Interest Lobbyist
Consumer Journalist
Consumer Product/Services Response Investigator
Consumer Research Developer
Consumer Technology Specialist
Family Service Center Director
Financial Planner
Fundraiser
Governmental Consumer Affairs Specialist
Family and Consumer Sciences Educator
Human Systems Analyst
Life Management Consultant
Senior Adult Center Director
Technical Writer for Consumer Products/Services

Note: Refer to the *Dictionay of Occupational Titles* (DOT) or your campus career information center for additional job titles and information.

Future Outlook

Knowledge of the principles of Life Management will become more essential as the choices related to contemporary living become more complex. The changing nature of society, structure of families, increased life span, economic pressures, technological advances and environmental quality create stress and conflict, as well as opportunities which individuals must be educated to manage. Life Management skills are applicable for individuals in all areas of their lives regardless of gender, age, culture or economic status.

Service-oriented employment opportunities will continue to expand in the decade ahead. There will be a major demand for job skills in financial, resource and technology management. Individuals must be trained with these essential skills in order to meet the needs of a global economy and a service-oriented culturally diverse society. Data on current employment opportunities should be utilized as a resource for projecting current and emerging jobs and placement potential. Labor Market Information (LMI) data is available at each California community college.

CURRICULUM: PROGRAMS AND COURSES

The Life Management curriculum is designed to prepare students for a variety of entry level jobs and career advancement. Students can also prepare for transfer to a four-year college with a Family and Consumer Sciences or related major. Those students not pursuing a certificate or a degree can select courses within the Life Management Program to provide knowledge and skills which enhance the quality of life. Departmental designation and unit value may vary among institutions.

Programs

It is recommended that the following two program options be made available to students: Resource Management and Consumer Affairs.

Course Classifications

TOP Classification: The TOP (Taxonomy of Programs) Code classification for Life Management is:

1304.00	Life Management Consumer and homemaking aspects as they apply to the occupation of homemaking (useful) and life management and

careers in resource management, financial management and consumer affairs.

Vocational: Courses included in the Life Management program are considered to be vocational and occupational.

Transfer: Courses included in the Life Management program may be equivalent courses when offered at the lower division level of a four-year college or university.

The following courses have been identified with the University of California and the California State University system and have been granted a California Articulation Number (CAN).

CAN H EC	2	Nutrition
CAN H EC	6	Textiles
CAN H EC	8	Principles of Foods
CAN H EC	12	Family Relationships
CAN H EC	16	Life Management
CAN H EC	20	Fashion Selection

Lifelong Learning, Continuing and Adult Education: All the courses within the Life Management program provide knowledge and skills that enhance the quality of life and develop better consumer behavior and decision making. These courses may be offered to students seeking vocational training or with general interest in the subject area.

Community colleges also have the opportunity to offer non-credit adult education courses within this subject area. The purpose, content and class hours should be determined by the local community needs.

Levels: There are three identified levels for the Life Management program. These levels were explained in the *Career Opportunities* section. Courses for each level are indicated on the *Life Management Programs and Courses Matrix*, page 100.

Electives: Electives are recommended courses from which students might select to complement their study for a degree or certificate or to develop job specific skills.

Work Experience/Internship: Occupational students benefit from having actual "on-the-job" experiences within their subject area. Students are encouraged to participate in work experiences to gain a deeper understanding of the relationships between classroom theory and practical application.

General Education: California community college philosophy supports the belief that in granting an associate degree, the college certifies that the recipient has acquired a level of competency in a specific course of study and a competency in a broad general knowledge of the physical world and its inhabitants, the achievements of humankind, a clear and logical manner of thinking and computational, analytical and communication skills. Each college specifies its own general education requirements with the intent to encourage each graduate to attain this knowledge in a manner consistent with the graduate's interests and goals. Transfer students should be encouraged to have the general education courses certified by the community college.

Interdisciplinary: Although a Life Management major is identified in this *Program Plan* as part of the Family and Consumer Sciences curriculum, it is conceivable that other avenues are available for students to study via other educational delivery systems. As this subject matter overlaps other disciplines, it is essential for continued success of the program that Family and Consumer Sciences Departments and colleges develop strong interdisciplinary connections with Business, Marketing, Management, Counseling, Math, Environmental Sciences, Psychology, Sociology, Health, Economics, Art, Communications, Computer Technology and other college departments.

Curriculum Integration and Implementation

To utilize this *Family and Consumer Sciences Program Plan*, faculty need to take the *Curriculum: Programs and Courses* and the *Course Description and Core Components* sections and personalize them to their college and community. In the development of the course content, the topical outline, measurable objectives, evaluation methods and assignments for the course, certain national educational issues must be addressed. Some of these issues relate to federal legislation, others closely affect the delivery of education. Family and Consumer Sciences courses and programs encompassing these issues will be positioned to stay in the forefront of educational reform.

SCANS: Published by the U.S. Department of Labor, the *Secretary's Commission on Achieving Necessary Skills* (SCANS Report) was the result of one and one-half years of interviews with business, industry and labor.

This federally commissioned study identified five "competencies" of generalized abilities required for an individual to work and function successfully in the workplace of today and the foreseeable future. Effective workers must be able to productively use *resources, interpersonal skills, information, systems* and *technology*. In addition foundation skills are needed which include *basic skills* focusing on the ability to read, write, speak, listen and perform computations; *thinking skills* including creative thinking, decision making, problem solving, seeing things in the mind's eye, knowing how to learn and reason and *personal qualities* that help students take responsibility for their own behavior and work constructively in group situations.

As classes are developed by faculty, curriculum must be planned to include learning and assignments which implement these SCANS skills and evaluation systems which will measure the students success/mastery of them. The Life Management course includes many of the SCANS skills; therefore, by including this course in every program, a college can facilitate the development of these competencies in students.

All Aspects of the Industry: Students must have a broad view of the industry in which they will work. The Carl Perkins Vocational and Applied Technology Education Act (VATEA, P.L. 101-392, 1990) states that curriculum should reflect "all aspects of the industry" including planning, management, finances, technical and production skills, underlying principles of technology, labor and community issues, health and safety and environmental issues related to that industry.

Integrated Academics: VATEA guidelines clearly identify the need to have an educational curriculum which integrates academic and vocational learning. Many Tech Prep projects within California have developed courses and programs which implement this process. No singular method has been prescribed as being the model for integrated academics, allowing for the flexibility of the college and educational program to develop their own model. Examples of how integration can be achieved include: paired teaching of academic and vocational courses, team teaching a singular course which combines the learning of the vocational and the academic competencies, certifying a vocational course as to its content and competencies meeting the academic criteria, learning communities and honors programs.

As courses and assignments are developed, Life Management faculty should work closely with the academic faculty to be creative in addressing the learning of the traditional "general education" competencies within the vocational programs. Applied academics are key skills needed for success in Life Management curriculum. Life Management content readily provides opportunities in the areas of applied curricula.

Work Based Learning: The School to Work Opportunities Act of 1994 (California uses the term School to Career) encourages all states to develop systems that help students transition from school to the workplace. Educational systems must ensure that we are preparing students with the skills and knowledge that allow them to enter a career. To do this, the following components need to be at the basis of an educational frame:

- An integration of work based learning and school based learning;
- A coherent sequence of courses that prepares a student for a first job, typically including one or two years of post-secondary education, a high school diploma, a skill certificate or post-secondary certificate or diploma;
- A program incorporating work based learning, school based learning and connecting activities.

Educational programs can provide work based learning through such methods as cooperative work experience, internships, field work placement, job shadowing and mentoring. Faculty also have the opportunity to experience work based learning through grants which allow their return to a work site for a limited period of time.

Articulation/Communication: This *Program Plan* includes an Articulation section which identifies the importance of creating the "seamless" curriculum which allows students to progress through California's educational system. An overriding goal of articulation has been to eliminate duplication of learning from course to course, level to level and among and between educational segments. As Tech Prep programs and 2+2 agreements expand, it is critical that Family and Consumer Sciences courses clearly state competency outcomes for students.

Community college Life Management programs should follow the articulation guidelines identified in this *Program Plan* and develop closer links with the other educational systems in their area. Only through faculty's continued effort to work collaboratively with faculty from other educational institutions and systems can articulation be developed, expanded and made to benefit the student in their progress toward an educational goal.

One educational trend gaining in importance is "distance learning." There are many modalities of this, the most common being the transmission of course sessions through a television program. This and other methods allow for students to learn at time schedules which meet their needs. As distance learning is not limited by traditional geographical boundaries, articulation becomes more important extending beyond the immediate institutions in a college community.

Communication is a key component to successful articulation. Community college faculty should utilize the technological advances in communication systems. Modems and fax machines make electronic mail (e-mail) and electronic bulletin boards an efficient and cost effective means of communication.

Now that California Community Colleges' electronic messaging systems such as Infonet and CAVIX have internet connectivity, the barriers to electronic communication are being eliminated. With the emergence of the World Wide Web, access to the internet is now "user friendly." Yet, the effectiveness of e-mail is dependent upon the entire profession utilizing it. Inservice training should be available for community college faculty unfamiliar with communicating electronically so that they can experience the thrill of accessing an astonishing array of world-wide resources via the internet.

Regionalization: With resources becoming scarce and some of the Life Management programs having limited enrollment, regionalization or having identical programs within neighboring educational institutions allows for students to move from college to college without duplication of education. Articulation and collaboration among participating institutions is paramount to its success. Regionalization also allows for the pooling of "resources" both in staffing and physical equipment. A California Community College Chancellor's Office special project provided funding for a model for six California community college districts to develop a regional curriculum and do collaborative scheduling. This is being expanded to include two four year institutions to allow for transfer and completion of the four year degree. See the Interior Design/Merchandising section of this *Program Plan* for additional details.

Equal Access and Learning Success: Life Management programs must focus on recruitment of students and ensure that equal access is provided to all. This includes students who are underrepresented such as academically and economically disadvantaged, limited English proficient, culturally diverse, disabled and students in gender imbalanced programs. Faculty must ensure that bias in instruction and instructional materials has been avoided and that all students have the opportunity to succeed.

Faculty need to work cooperatively with college student support programs. These include GAIN, JTPA, EOPS, CARE, Reentry Centers and LEP. Inservice training is critical to allow faculty to learn strategies which complement students success in learning. Collaborative assignments, multimedia presentations, self paced learning, module learning are just a few of the teaching modalities which are important to today's classroom. Recruitment and marketing materials should also address these issues.

LIFE MANAGEMENT PROGRAMS AND COURSES MATRIX
(FOR ADVISING & COUNSELING

COURSES	LEVELS*				PROGRAMS**	
Core Courses	IA	IB	II	III	RM	CA
Life Management	X	X	X	X	X	X
Consumer Issues		X	X	X	X	X
Family Financial Planning			X	X	X	X
Financial Management	X	X	X	X	X	X
Supportive Courses						
Family Relationships		X	X	X	X	X
Fashion Selection		X	X	X		X
Gerontology		X	X	X	X	X
Human Development		X	X	X	X	X
Interior Design Fundamentals			X	X		X
Nutrition		X	X	X		X
Principles of Foods		X	X	X		X
Textiles		X	X	X		X
Work Experience		X	X	X	X	X

*LEVELS:
IA Entry: Useful
IB Entry: Occupational Certificates
II Technical: AA/AS Degrees
III Professional: BA/BS Degrees

**PROGRAMS:
Courses required may vary depending on student occupational objectives. Department designation and unit value may vary among institutions.

RM Resource Management - resources and financial management, credit and investing
CA Consumer Affairs - consumer economics, consumer issues

COURSE DESCRIPTION AND CORE COMPONENTS

The following course descriptions and core components delineate the content of the courses, identified in the Programs and Courses Matrix (See page 100). The core components were compiled from course objectives. The course entitled Life Management is the foundation for this program area and consequently is listed first. Courses are clustered into two categories: core courses and supportive courses.

CORE COURSES

LIFE MANAGEMENT

Changing conditions in society which influence life management, including family structure, diversity, values conflicts, multiple roles, the global economy and technology. The approach will include application of values clarification, the decision-making process and systems theory (CAN H EC 16).

Core Components

Values, goals and standards
Ethics
Resource identification and allocation
Self esteem
Motivation/procrastination
Conflict resolution
Communication
Time and energy management
Delegation
Work simplification
Impact of home based businesses
Managing environmental resources
Career opportunities in Life Management

CONSUMER ISSUES

Investigates current issues of special importance to the consumer. Explores channels for addressing grievances and organizations established to protect the consumer; includes information necessary to assist the consumer with making decisions in the marketplace.

Core Components

Marketing and advertising tactics
Consumer recourse
Consumer groups
Consumer "Bill of Rights"
Credit
Consumer fraud
Product safety-cost/benefit analysis
Risk management
Consumer and the legal system
Health care issues
Ethics related to technology
Consumer ethics
Privacy issues
Eco-consumer
Consumer advocacy
Equitable access to technology
Career opportunities

FAMILY FINANCIAL PLANNING

Provides information for financial planning. Focuses on insurance, savings, pensions, wills, estates and current technology.

Core Components

Goals
Budgeting
Credit
Income tax
Life insurance
Health insurance
Social security
Property and liability insurance
Economic cycles and inflation
Basic investment principles
Savings
Retirement plans
Stocks and bonds

- Mutual funds
- Real estate
- Other investments
- Estate planning
- Wills/Trusts
- Career opportunities

FINANCIAL MANAGEMENT

Management of income and expenditures for the individual and the family throughout the life cycle. Advertising, consumer protection, buymanship skills and consumer laws as they apply to use of credit, housing, technology, risk protection, health care, food, clothing and transportation. Topics include budgeting, institutional savings and checking services, investments, taxes and estate planning, impact of inflation, business cycle and other current issues.

Core Components

- Values clarification
- Development of goals
- Decision-making
- Consumerism
- Credit
- Budgeting
- Buymanship
  - housing
  - technology
  - child care
  - insurance
  - clothing
  - food
  - transportation
- Banking
- Taxation
- Investments
  - types
  - selection
- Investment fraud
- Financial planning
- Retirement and estate planning
- Rights, responsibilities, law, redress and advocacy
- Career opportunities

SUPPORTIVE COURSES

FAMILY RELATIONSHIPS

The family and its interpersonal relationships, mate selection, adjustments within the family, the family life cycle, parenthood, marriage enrichment and contemporary family issues (CAN H EC 12).

Core Components

Research and theories related to marriage and family
Sociological and psychological concepts and terminology
Historical development of family
Marriage and family in meeting human needs
Roles and expectations in couple relationships
Concepts of love and infatuation
Dating, courtship, engagement
Gender role expectations
Establishing and maintaining intimacy
Cohabitation
Selection of marriage partner
Sexuality in couple relationships
Reproduction, birth control, family planning
Birthing and parenting
Diverse family structures
Communication skills
Marriage enrichment and rebuilding relationships
Current family issues
Functional/dysfunctional families
Family violence
Stress and conflict management
Terminating relationships

FASHION SELECTION

A study and application of the elements and principles of design as related to apparel for the individual (CAN H EC 20).

Core Components

Application of principles and elements of design theory to an individual's coloration and proportions
Significance of apparel: psychological, sociological, physiological and cultural
Apparel and personality
Apparel lifestyle
Wardrobe planning and budgeting for diverse lifestyles

Apparel for diverse populations
Care of apparel
Terminology

GERONTOLOGY

Overview of social, economic, physiological and psychological functions which relate to older adults as their roles in family change. Investigation of problems of the aged with emphasis on consumerism, housing, health, leisure time, family roles, retirement, widowhood and sexuality.

Core Components

Aging from a multi-disciplinary perspective
Effects of the stereotypes of old age
Physiological, psychological and social changes
Stress factors of aging
Mental health
Development of positive attitude toward aging
Coping skills for aging
Scams/frauds/consumerism
Meeting the needs of the aging adult
Caregiving
Death and dying

HUMAN DEVELOPMENT

Integrates the physical, social, psychological, emotional and cognitive aspects of human development throughout the lifespan. Developmental tasks facing individuals at various points in the life cycle. Exploration of the ways social interaction and cultural institutions shape the development of the individual.

Core Components

Significance of a lifespan perspective
Theory, research and applications of human development
Conception and birth
Prenatal development
Infant development
Development during early childhood
School age development
Adolescent development
Early adult development
Mid-life development
Late adult development
Death and dying
Influences of heredity and environment
Self esteem and quality of life at each stage

INTERIOR DESIGN FUNDAMENTALS

Application of design principles and elements in planning of total interior environments that meet individual, functional, legal and environmental needs. Selection of all materials and products used in interior environments will be emphasized for the functional aesthetic quality (CAN H EC 18) (Regional Curriculum, ID 100 Fundamentals of Interior Design, Level I).

Core Components

- Color
    - coordination
- Design
    - elements and principles
    - cultural, physiological, psychological and environmental factors
- Space planning and floor plan evaluation
- Furniture selection and arrangement
- Residential building construction and support systems
    - all components
- Communication skills
    - client analysis
    - presentation to client

    - written concept statements
    - universal design
    - codes and legal requirements
- Interior furnishings, finishes and materials
    - all components
- Accessories and enrichment

NUTRITION

Scientific concepts of nutrition relating to the functioning of nutrients in the basic life processes. Emphasis on individual needs, food sources of nutrients, current nutritional issues and nutrition analysis (CAN H EC 2).

Core Components

- Functions of nutrients and related food groups
- Dietary guidelines and current recommendations
- Major nutrient classifications
- Digestion, absorption, cell metabolism and energy
- Energy balance, basal metabolism, physical activity
- Nutrition and wellness
- Dietary planning for weight management and eating disorders
- Critical evaluation of various "fad" diets
- Special dietary considerations
- Pregnancy and lactation
- Changing dietary needs throughout the lifespan
- Scientific method to analyze and evaluate nutrition information
- Nutrition information: computerized analysis and evaluation
- Hereditary influences on health requiring dietary changes
- Food safety and nutrient preservation
- Nutrition misinformation
- Computer diet analysis

PRINCIPLES OF FOODS

Basic knowledge of food science principles and food preparation techniques. Emphasis on ingredient interaction, technique and production standards, food safety, sanitation, nutrient values and food presentations (CAN H EC 8).

Core Components

Food science principles
Food preparation terminology and techniques
Standards of product evaluation and quality control
Selection and use of food equipment and utensils
Food storage
Sanitation and safety
Nutrient retention techniques
Labeling and consumer information
Alternative cultural ingredients
Cost analysis

TEXTILES

An introductory analysis of textile fibers, yarns, fabrications, dyestuffs and finishes. Emphasis on selection, use, performance, suitability and care of textile products for various end uses. Government legislation, labeling and simple testing and evaluation of performance (CAN H EC 6).

Core Components

Historical background
Fiber classification, theory and identification
Textile legislation, labeling, import regulation, consumer protection and environmental issues
Yarn structure and construction
Fabric construction
Fabric finishes
Color, dyestuffs, printing and other applied design
Fabric characteristics, performance and suitability
Fabric selection, use and care
Fabric testing and evaluation
New technologies

WORK EXPERIENCE

Supervised field experience in one or more areas of Life Management.

Core Components

Paid work experience/ volunteerism
Business/industry
Governmental agencies
Community
Work-related objectives

PROGRAM DEVELOPMENT AND REVIEW

Professional Standards

Dedicated, enthusiastic and innovative faculty are the major resource in Life Management education. They must provide the education and guidance for students and direction of programs to meet the challenge of a fast-paced, changing world. California's diverse population must be considered in preparation and selection of faculty for Life Management courses and programs.

Faculty must meet hiring requirements (AB 1725) as established by the State of California. Hiring faculty must follow the Chancellor's Office, California Community Colleges, guidelines. An MA/MS Degree in Family and Consumer Studies, Life Management/Home Economics or a BA/BS in either of the above and an MA/MS in a closely related field, or equivalency should be the minimum qualifications for full-time positions in these programs. Field experience is recommended. The document, *Minimum Qualifications for Faculty and Administrators in California Community Colleges* identifies hiring criteria.

Professional development should include postgraduate work in life management, human development, personal finance, household equipment, consumer affairs and resource management. Ongoing participation in field related seminars, staff development, continuing education activities of professional organizations, workshops and conferences is encouraged.

Close working relationships between faculty, counselors, placement, other support staff and the business community enhance the services to Life Management students on campus.

Evaluation of faculty should be done on a regular basis, no less than biennially.

Evaluation

Colleges and faculty have the obligation to keep programs current and relevant. One tool developed for the Life Management courses and programs is the *Family and Consumer Sciences (FCS) Self-Study and Assessment* system. This process allows local colleges to assess program strengths and to target areas for improvement. It may be utilized at the local level as an evaluation tool for program review and development or enriched through validation by a visiting team of objective, outside professionals. The computerized program, available from Diablo Valley College, aligns with the format of this *Program Plan* section. Results can be shared with staff, advisory committee members, governing boards and students to ensure program content validation.

Professional Organizations

Professional and trade organizations provide a valuable resource for program content and currency, student experiences and forming partnerships. A *Directory of Professional and Trade Organizations* is included as a separate section of this *Program Plan.*

Some prominent professional organizations related to Life Management are:

ACCI - American Council on Consumer Interest
AAFCS - American Association of Family and Consumer Sciences
AAFCS-CA - American Association of Family and Consumer Sciences - California Affiliate
ASA - American Society on Aging
BHE - Business Home Economists, Business Section of AAFCS
AVA - American Vocational Association
CAVE - California Associations of Vocational Educators
CARCH - California Association of Residential Care Homes
CFA - Consumer Federation of America
GU - Generations United
HETAC - Home Economics Teachers Association of California
IAFP - International Association of Financial Planners
NAVHET - National Association of Vocational Home Economics Teachers
NCCE - National Coalition for Consumer Education
NCOA - National Council on Aging
RCS - Residential Care Society
SOCAP - Society of Consumer Affairs Professionals in Business
WR-HMFEE - Western Region Home Management Family Economic Educators

Student membership in professional organizations encourages student involvement with consumer surveys, consumer protection agencies, newsletters and consumer fairs. Student chapter affiliations are possible with some groups.

Advisory Committee

The advisory committee is very important to a Life Management program. Committees should include representation from secondary schools, four-year colleges and universities, consumer protection agencies, senior citizens groups, community-based service agencies, local financial institutions, insurance agents, financial planning experts and other business representatives and political leaders.

It is recommended that advisory committees range in size from 12 to 18 members. A large committee, although cumbersome to work with simultaneously, provides enough members for small committee work and overcomes the difficulty of scheduling meetings when some cannot attend.

Advisory committees can be a tremendous help to Life Management programs by securing equipment, making contacts for speakers and field trips, providing work experience sites and/or internships and revising programs and curriculum.

Equipment and Facilities

Equipment and facilities needed for Life Management are primarily in the lecture and discussion mode, but adequate classroom facilities and laboratories for the specialized areas of Life Management should include state-of-the-art equipment.

Marketing and Recruitment

Marketing and recruitment of Life Management can accomplish the following:

- Describe and illustrate the benefits of Life Management to both traditional and non-traditional student populations.
- Promote the contribution of the Life Management program to members of the college community and other educational institutions including instructional, counseling and support staff.
- Increase linkages with community agencies, businesses and organizations in order to expand educational opportunities as well as the potential for the employment of Life Management majors.

Techniques for marketing and recruitment include the following:

- Offering "free sample" presentations to classes and organizations
- Developing and distributing "Career Briefs"
- Utilizing student success stories
- Producing flyers and newsletters as linkages with community agencies and their clientele
- Initiating outreach with college faculty, counselors, staff, high schools, community agencies and organizations
- Using distance learning and other media
- Creating a home page on Internet

- Utilizing Life Management advisory committee as well as advisory committees of other disciplines
- Participating in local and regional forums
- Writing columns for local printed media
- Collecting data to support and validate program.

Placement and Follow-Up

It is the college's responsibility to educate students. That responsibility extends to making certain the education provides job skills necessary in the profession and that transfer courses are articulated with four-year institutions.

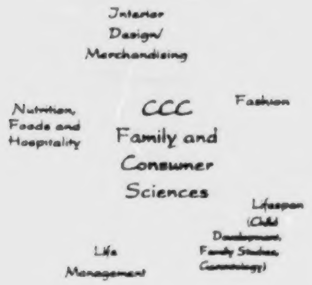
Life Management faculty should work closely with the placement services available on individual campuses and should utilize every opportunity to publicize their programs so community employers are aware of potential employees. Faculty should also be aware of articulation agreements between their program and other colleges, striving to meet the goals identified in this *Program Plan.*

Accountability is important in order to assure that the program is accomplishing its purpose. Job placement data and articulation agreements are two ways to measure results. Questionnaires or surveys also serve this purpose and can be administered to students upon completion of the program or at a specified time after completion. Data covering job placement and relevancy of program should be collected. The Life Management instructional staff should cooperate in collecting data for the Statewide Follow-up System. Reports summarizing student and employer follow-up responses are available at each California community college. Employer surveys can assess the relevance of curriculum to job performance skills.

Maintaining contact with former students is difficult but necessary for accountability. Many colleges have alumni groups which are a useful resource for tracking former students and for promoting programs.

Life Management Purpose

The Life Management program provides awareness of and preparation for a variety of careers in Resource Management (including Financial Management) and Consumer Affairs. On-the-job training will enhance the marketability of students. In addition, the curriculum is essential for preparing individuals to balance personal, family and work responsibilities throughout the life cycle. Life Management introduces many of the SCANS competencies to help people enjoy a productive, satisfying life and to help companies be competitive in the global marketplace.


Interior Design/ Merchandising
Fashion
Nutrition, Foods and Hospitality
CCC Family and Consumer Sciences
Lifespan (Child Development, Family Studies, Gerontology)
Life Management

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LIFESPAN
(CHILD DEVELOPMENT, FAMILY STUDIES, GERONTOLOGY)

STATEMENT OF PURPOSE

The task of providing educational leadership within the Lifespan areas of Child Development, Family Studies, Gerontology should be the responsibility and function of California community colleges. The majority of community colleges within California currently offer programs related to Child Development, Family Studies and Gerontology. The variety and scope of the programs speak to the ability of the community colleges to respond to the ever-changing needs of children, families and the elderly within society. Society is changing rapidly, diversity is increasing, multiculturalism is wide-spread and the population is aging. Educators must be prepared to lead students, families and communities into the future with necessary basic skills, workplace and life-long competencies necessary for survival and success.

Lifespan instruction and services offer a blend of general education, vocational and occupational training, certificate, transfer and degree programs while also providing an important service to students, families and communities. The content of *California Community College Comprehensive Guidelines for Child Development and Early Childhood Education Instruction and Services* (Sacramento 1995) is supported and expanded in this document to include Family Studies and Gerontology. Implementation of the recommendations contained in the *Guidelines* document is urged.

The responsibility to provide quality instructors and training in Lifespan areas of Child Development, Family Studies and Gerontology should include a long range commitment of human and material resources.

Goals

The goals of the Lifespan (Child Development, Family Studies, Gerontology) program are to:

- Maintain high academic standards through supporting methods of instruction, personnel and programs.

Goals, continued

- Provide programs which remain flexible and responsive to changing community needs and the dynamics of the workplace.
- Provide support services to improve access, retention and transfer to enable students to complete their educational goals.
- Promote collaborative activities through regional and statewide cooperation among community colleges in relevant educational programs in all Lifespan areas.
- Promote statewide articulation between secondary programs, community colleges, four-year institutions and other educational/training agencies.
- Provide information about the status of programs through ongoing program review.
- Provide programs that incorporate regulatory changes and legislative mandates as well as build advocacy skills.

CAREER OPPORTUNITIES

Career Paths

Students studying Lifespan areas of Child Development, Family Studies, Gerontology at California community colleges may proceed through a career path to various levels of employment and learning. Though the entry level (Level I) does enable a student to be employed, it is recommended that the student proceed to an AA/AS degree to facilitate upward mobility on the career ladder. Some of the following careers may not have established educational requirements.

- Entry: Occupational Certificates (Levels IA, IB) - The entry/certificate levels provide students with basic skills and knowledge in Lifespan leading to employment in child development, family studies, gerontology.

Level IA– Entry: Primarily for preparing individuals for immediate employment. At least two or more courses from the Lifespan areas of Child Development, Family Studies and Gerontology. Courses identified in Matrix under Level I A (See page 129).

Opportunities:
Child Development
    Family Child Care Provider
    Nanny

Special Education Aide
Teacher Aide or Assistant in Early Childhood Programs
Family Studies
Family Service Worker
Foster Care Provider
Volunteer Services
Gerontology
Intergenerational Aide
Residential Care Administrator/Licensee
Volunteer Services
Elder Care Provider

Level IB– Entry: Occupational Certificate Program. Completion of four core courses or more from area of specialization (Child Development, Family Studies, Gerontology) which leads to a Certificate in a Lifespan area. Courses identified in Matrix under Level I B (See page 129).

Opportunities:
Child Development
Associate Teacher in Early Childhood Program infant/toddler; preschool; school age
Special Education Aide
Family Studies
Childbirth Educator
Cruise/Resort Child Care
Family Child Care Provider
Home Health Aide
Gerontology
Geriatric Aide
Home Care Specialist
Home Health Aide
Intergenerational Care Provider
Nurse's Aide
Professional Caregiver
Social Services Director

- Technical: AA/AS Degree (Level II) - The AA/AS Degree provides students with skills and knowledge for paraprofessional jobs in Child Development, Family Studies, Gerontology. It also provides the requisite foundation for transfer to a four-year college or university.

Level II–Technical: AA/AS Degree. Completion of a community college AA/AS degree in a Lifespan area of Child Development, Family Studies or Gerontology may require a minimum of 60 semester credit hours, of which at least 24 semester credits are specific to the major field of study and include a supervised field/work experience. Programs designed to meet requirements for the Child Development Permit are appropriately placed at this level even though an AA/AS degree is not stipulated. Courses are identified in Matrix under Level II (See page 129).

Opportunities:

- Child Development Permit*
    - Master Teacher/Mentor Teacher in Early Childhood Programs, or
    - Site Supervisor in Early Childhood Programs, or
    - Teacher in Early Childhood Programs

*Differing levels are outlined in the Child Development Permit Matrix summarized on page 157.

- Child Development (other)
    - Resource and Referral Specialist
- Family Studies, Gerontology
    - Case Manager
    - Community Activity Planner
    - Community Services Worker
    - Recreation Specialist
    - Senior Citizen Director
    - Senior Supportive Services
    - Substitute Homemaker

- Professional: BA/BS Degree (Level III) - The BA/BS Degree provides students with skills and knowledge for professional positions within Child Development, Family Studies, Gerontology.

Level III– Professional Level: BA/BS Degree. Completion of a four-year bachelor's degree in Lifespan areas of Child Development, Family Studies, Gerontology or related subject with specific emphasis on understanding and developing skills related to working with people across the age span. May include education beyond degree level and/or field experience. Courses identified in Matrix under Level III (See page 129).

Opportunities:

- Child Development
    - Career Coordinator
    - Child Development Consultant
    - Childbirth Educator
    - City/County Child Care Coordinator
    - Elementary Education Teacher

Mentor Teacher
Parent Education Teacher
Program Director of Early Childhood Programs
Resource/Referral Director
Special Education Teacher

Family Studies, Gerontology
Agency Director of Family Services
Career Coordinator
Case Manager
Child and Family Welfare Researcher
Family Resources Consultant
Housing Alternative Consultant
Industry Consultant
Retirement Planning Specialist
Social Services Director
State or Federal Government Administrator

- Post Professional Degrees (Level IV) - Advanced degrees provide students with the qualifications for more advanced employment.

Level IV– Post Professional: MA/MS or Advanced Degrees. Completion of a masters or doctorate degree in Lifespan areas of Child Development, Family Studies, Gerontology or related subject.

Opportunities:

Child Development
Community College Instructor
Early Childhood Education Specialist/Consultant
Elementary School Administrator
Multi-cultural Specialist
Nutrition Education Specialist
Researcher/Theorist
Special Education Specialist
Teacher Trainer
Textbook Author
Therapist
University Professor

Family Studies, Gerontology
Child Psychologist
Community College Instructor
Counselor
Family Financial Advisor
Geriatrician
Gerontologist
Lifelong Learning Specialist

Marriage, Family and Child Counselor
Public Assistance Home Economist
Rehabilitation Specialist
Social Worker
University Professor

Note: Refer to the *Dictionary of Occupational Titles* (DOT) or your campus career information center for additional job titles and information.

Future Outlook

As the career ladder demonstrates, the career opportunities in the Lifespan fields of Child Development, Family Studies and Gerontology are vast. At present, there are opportunities to work with infants, toddlers, preschool children, school-aged children, adolescents, adults, families, the elderly and individuals with special needs. Opportunities in the Lifespan field are largely contingent upon the amount of education acquired. The trend toward corporate and government interest in family issues will provide increased career opportunities. The Lifespan courses (pages 121-122) may lead to transfer majors at four-year colleges and universities in addition to career opportunities with families, children, adolescents, adults and the elderly. The Labor Market Information (LMI) data on current employment opportunities by county should be utilized as a resource for projecting current and emerging jobs and placement potential. This data is available at each California community college.

Some limited opportunities are currently available for persons completing less than twelve units in Child Development/Early Childhood Education. An individual with 24 units in Child Development and Family and Early Childhood Education and 16 units of general education plus field experience, may apply for the California Child Development Permit and may be employed in publicly funded programs. These program requirements are often incorporated into an AA/AS degree. The BA/BS degree and higher degrees in Child Development offer a wide choice of careers in teaching and administration of child development programs as well as related health, recreation and social services areas.

The need for child care will increase as family structures adjust in response to societal changes. Parents are becoming increasingly aware of the need for quality educational settings for their children. Employer sponsored child care, disabled and senior care will increase rapidly. As the trend toward two parents in the work force and single working parents continues, the need for services to families (such as infant and toddler, preschool, school-aged child care, home based child care, latch key, adolescent, senior care and special needs programs) will continue to grow.

The need for family support services continues to grow with changing societal patterns. The increase in cross cultural diversity of the population will require educators and programs to address the special needs of multilingual and multicultural families. Infants and children with special needs, as well as their families, will continue to require services. These services will be needed to varying degrees throughout the life span of these individuals and will necessitate the educational preparation of a wide range of qualified specialists. Single parenthood, multiple marriages, blended families, divorce, substance abuse, teen pregnancy, postponed parenthood, boomerang children, prolongation of maturity, sandwich generation, dual career, senior care, the older old and increased geographic mobility are all factors seriously impacting today's individuals and families.

Dramatic increases in the percentage of the population who can be considered "older" will be a dominant characteristic of the future, providing many opportunities for programs to meet their needs. Programs are urgently needed to address issues such as: retirement planning, housing, health care, companionship, recreation, nutrition, home management, consumerism, in-home support services, consumer protection and elder abuse.

Gerontology is an emerging career field with opportunities available from the certificate through the advanced degree levels. Colleges and universities are increasingly developing programs in Gerontology at all levels.

Increase in the numbers of courses and program offerings will continue to be evident. For examples of topics, see the *Core Components* of the courses Special Topics in Aging, Special Topics in Child Development and Special Topics in Family Studies.

CURRICULUM: PROGRAMS AND COURSES

The Lifespan (Child Development, Family Studies, Gerontology) curriculum is designed to provide an occupational program of study for students interested in pursuing careers in Child Development, Early Childhood Education, Family Studies and Gerontology. Courses within the curriculum provide course work to meet state licensing requirements to work with individuals across the age span and provide part of the undergraduate requirements necessary for students wishing to transfer to a four-year institution. Selected courses provide students with lifelong learning skills. Departmental designation and unit value may vary among institutions.

Programs

It is recommended that three options be made available to students wishing to study within the Lifespan curriculum area: Child Development, Family Studies, Gerontology.

Child Development Option Core Curriculum

Child Development or Human Development
Child, Family and Community Relations

Curriculum Development for Children
Classroom Management and Group Relations: Theory and Practicum
Early Childhood Education History and Professional Overview
Diversity/Anti-Bias Curriculum for Children
Special Needs Children
Life Management

Family Studies Option Core Curriculum

Human Development or Child Development
Family Child Care Management
Family Relationships
Parent Education
Family Communication Skills
Adolescent Development
Foster Parenting
Changing Family
Life Management

Gerontology Option Core Curriculum

Intergenerational Care Provider
Human Development
Challenges of Aging or Gerontology
Changing Family
Death and Dying
Financial Management
Gerontology Practicum
Gerontological Nutrition and Food Practices
Life Management

Each campus should offer additional courses as an extension of the core curriculum in order to complete majors and permit certification, as well as to meet the specific needs of each community and job market.

Child Development instruction programs should include parent education as a fundamental and intrinsic part of the entire curriculum, both in the form of education in preparation for parenting and education about parenting. The parent education component should be planned so that it recognizes and is sensitive to the diversity of family form, values and ethnicity reflected in the California population.

The practicum experience in the Child Development core curriculum should take place in an on-campus child development center. Supervision of student interns should be provided by instructional faculty. Where possible, a second practicum in a community field placement approved by the Child Development program is advised. It is strongly recommended that the combined instruction and service model for Child Development programs developed by the *California Community College Comprehensive Guidelines for Child Development and Early Childhood Education Instruction and Services, 1995* be maintained.

The practicum experience in the Gerontology component should take place in a senior center, retirement apartment complex, adult day care center or other appropriate site. Instructional staff should approve sites and provide supervision of the student interns, focusing on topics of working with the elderly included in the core components of the curriculum.

Course Classifications

TOP Classification: The TOP (Taxonomy of Programs) Code classifications for Lifespan and the areas of Child Development, Family Studies, Gerontology are:

1305.00	Lifespan (Child Development, Family Studies, Gerontology) Nature, functions and significance of human relationships in the family and society; and the study of individuals and their physical, mental, emotional and social growth and development.
1305.10	Child Development
1305.20	Exceptional Child
1305.30	Gerontology
1305.40	Nanny Training

Recommended changes to the Lifespan TOP (Taxonomy of Programs) Code are to change the titles of 1305.20 to Family Studies and 1305.40 to Parent Education and add a new code of 1305.50, Foster Care.

Vocational: Courses included in the Lifespan program are considered to be vocational and occupational.

Transfer: Transfer courses have a course content that is either currently articulated as an equivalent course at a four-year transfer institution or perceived to be a potential equivalent course.

The following courses have been identified with the University of California and the California State University system and have been granted a California Articulation Number (CAN).

CAN H EC	2	Nutrition
CAN H EC	12	Family Relationships
CAN H EC	14	Child Development
CAN H EC	16	Life Management

Lifelong Learning, Continuing and Adult Education: Many of the courses within the Lifespan program provide knowledge and skills which enhance the quality of life. These courses are offered to students seeking vocational training or with general interest in the subject area.

Community colleges also have the opportunity to offer non-credit adult education courses within this subject area. The purpose, content and class hours should be determined by the local community needs.

Levels: There are four levels identified for the Lifespan areas of Child Development, Family Studies, Gerontology programs. These levels were explained in the *Career Opportunities* section. Courses for each level are indicated on the *Lifespan Programs and Courses Matrix*, page 129.

Electives: Courses listed under programs other than what the students are following could be used as elective courses within their program. Electives are recommended courses from which students might select, to complement their study for a degree or certificate or to develop job specific skills.

Field Experience: Occupational students benefit from having actual "on the job" experiences within their subject area. Students should be required to participate in, where possible, field experience whereby they gain a deeper understanding of the relationship between classroom theory and practical application.

General Education: California community colleges' philosophy supports the belief that in granting an associate degree, the college certifies that the recipient has acquired a level of competency in a specific course of study and a competency in a broad general knowledge of the physical world and its inhabitants, the achievements of humankind, a clear and logical manner of thinking and computational, analytical and communication skills. Each college specifies its own general education requirements with the intent to encourage each graduate to attain this knowledge in a manner consistent with the graduate's interests and goals. Transfer students should be encouraged to have the general education courses certified by the community college.

Interdisciplinary: Although a major in the Lifespan areas of Child Development, Family Studies, Gerontology is identified in this *Program Plan* as part of the Family and Consumer Sciences curriculum, there are other avenues available for students to study this subject via other educational delivery systems. As this subject matter overlaps other disciplines, colleges should develop strong interdisciplinary ties. It is imperative to initiate collaborative processes between disciplines regarding skills in the areas of:

Interpersonal relations/team building
Developing broader perspectives of career options
Grant writing/accountability

Marketing/research/values
Planning for underserved, changing and diverse populations
Basic skills
Literacy in arts and sciences.

Collaboration can be accomplished by utilizing methods such as:

Team teaching
Cross listed courses
Dividing costs between disciplines
Collaborative development of courses
Cooperative publicity.

These interdisciplinary efforts are complimentary to incorporating these concepts into the existing curriculum and do not replace delivery within the traditional department. All interdisciplinary approaches must be implemented with a sensitivity to the needs of current and future populations.

Licensing: Licensing of child development and child care centers in the state of California and credentialing persons who work in these programs have become a primary concern to individuals who have contact with child development/child care programs. For information on standards regarding these concerns, see Professional Standards on page 155 and Program Standards on page 156.

Curriculum Integration and Implementation

To utilize this *Family and Consumer Sciences Program Plan*, faculty need to take the *Curriculum: Programs and Courses* and the *Course Description and Core Components* sections and personalize them to their college and community. In the development of the course content, the topical outline, measurable objectives, evaluation methods and assignments for the course, certain national educational issues must be addressed. Some of these issues relate to federal legislation, others closely affect the delivery of education. Family and Consumer Sciences courses and programs encompassing these issues will be positioned to stay in the forefront of educational reform.

SCANS: Published by the U.S. Department of Labor, the *Secretary's Commission on Achieving Necessary Skills* (SCANS Report) was the result of one and one-half years of interviews with business, industry and labor.

This federally commissioned study identified five "competencies" of generalized abilities required to work and function successfully in the workplace of today and the foreseeable future. Effective workers must be able to productively use *resources, interpersonal skills, information, systems* and *technology*. In addition foundation skills are needed which include *basic skills* focusing on the ability to read, write, speak, listen and perform computations; *thinking skills* including creative thinking, decision making, problem solving, seeing things in the mind's eye, knowing how to learn and reason and *personal qualities* that help students take responsibility for their own behavior and work constructively in group situations.

As classes are developed by faculty, curriculum must be planned to include learnings and assignments which implement these SCANS skills and evaluation systems which will measure the students success/mastery of them. The Life Management course includes many of the SCANS skills. By including this course in every program, a college can facilitate the development of these competencies in students.

All Aspects of the Industry: Students must have a broad view of the industry in which they will work. The Carl Perkins Vocational and Applied Technology Education Act (VATEA, P.L. 101-392, 1990) states that curriculum should reflect "all aspects of the industry" including planning, management, finances, technical and production skills, underlying principles of technology, labor and community issues, health and safety and environmental issues related to that industry.

Integrated Academics: VATEA guidelines clearly identify the need to have an educational curriculum which integrates academic and vocational experiences. Many Tech Prep projects within California have developed courses and programs which implement this process. No singular method has been prescribed as being the model for integrated academics, allowing for the flexibility of the college and educational program to develop their own model. Examples of how integration can be achieved include: paired teaching of academic and vocational courses, team teaching a singular course which combines the acquisition of vocational and academic competencies, certifying a vocational course as to its content and competencies meeting the academic criteria, learning communities and honors programs.

As courses and assignments are developed, Lifespan faculty should work closely with the academic faculty to be creative in addressing the learning of the traditional "general education" competencies within the vocational programs.

Work Based Learning: The School to Work Opportunities Act of 1994 (California uses the term School to Career) encourages all states to develop systems that help students transition from school to the workplace. Our educational systems must ensure that we are preparing students with the skills and knowledge that allow them to enter a career. To do this, the following components need to be at the basis of an educational frame:

- An integration of work based learning and school based learning;
- A coherent sequence of courses that prepares a student for a first job, typically including one or two years of post secondary education, a high school diploma, a skill certificate or post secondary certificate or diploma;

- A program which incorporates work based learning, school based learning and connecting activities.

Educational programs can provide work based learning through such methods as cooperative work experience, internships, field work placement, job shadowing and mentoring. Faculty also have the opportunity to experience work based learning through grants which allow their return to a work site for a limited period of time.

Articulation/Communication: This *Family and Consumer Sciences Program Plan* includes an Articulation section which identifies the importance of creating the "seamless" curriculum allowing students to progress through California's educational system. An overriding goal of articulation has been to eliminate duplication of learnings from course to course, level to level and among and between educational segments. As Tech Prep programs and 2+2 agreements expand, it is critical that Lifespan courses clearly state competency outcomes for students.

Community college Lifespan programs should follow the articulation guidelines identified in this *Program Plan* and develop closer links with the other educational systems in their area. Only through faculty's continued effort to work collaboratively with faculty from other educational institutions and systems can articulation be developed, expanded and made to benefit the student in their progress toward an educational goal.

One educational trend gaining in importance is "distance learning." There are many modalities of this, the most common being the transmission of course sessions through a television program. This and other methods allow for students to learn at time schedules which meet their needs. As distance learning is not limited by traditional geographical boundaries, articulation becomes more important extending beyond the immediate institutions in a college community.

Communication is a key component to successful articulation. Community college faculty should utilize the technological advances in communication systems. Modems and fax machines make electronic mail (e-mail) and electronic bulletin boards an efficient and cost effective means of communication.

Now that California Community College electronic messaging systems such as Infonet and CAVIX have internet connectivity, the barriers to electronic communication are being eliminated. With the emergence of the World Wide Web, access to the internet is now "user friendly." Yet, the effectiveness of e-mail is dependent upon the entire profession utilizing it. Inservice training should be available for community college faculty unfamiliar with communicating electronically so that they can experience the thrill of accessing an astonishing array of world-wide resources via the internet.

Regionalization: With resources becoming scarce and some of the Lifespan programs having limited enrollment, regionalization or having identical programs within neighboring educational institutions allows for students to move from college to college without duplication of education. Articulation and collaboration among participating institutions is paramount to its success. Regionalization also allows for the pooling of "resources" both in staffing and physical equipment. A California Community College Chancellor's Office special project provided funding allowing six California community college districts to develop a regional curriculum and do collaborative scheduling. This model is being expanded to include two four year institutions to allow for transfer and completion of the four year degree. See the Interior Design/Merchandising section of this *Program Plan* for additional details.

Equal Access and Learning Success: Alternative delivery systems should be employed to make education meaningful and available to as many students as possible. This may involve flexible scheduling, appropriate job site training, distance learning, telecommunications and alternative linguistic delivery. Lifespan programs must focus on recruitment of students and ensure that equal access is provided to all. This includes students who are underrepresented such as academically and economically disadvantaged, limited English proficient, culturally diverse, disabled and students in gender imbalanced programs. Faculty must ensure that bias in instruction and instructional materials has been avoided and that all students have the opportunity to succeed.

Faculty need to work cooperatively with college student support programs. These include GAIN, JTPA, EOPS, CARE, Reentry Centers and LEP. Inservice training is critical to allow faculty to learn strategies which complement students success in learning. Collaborative assignments, multimedia presentations, self paced learning, module learning are just a few of teaching the modalities which are important to today's classroom. Recruitment and marketing materials should also address these issues.

LIFESPAN PROGRAMS AND COURSES MATRIX
(FOR ADVISING AND COUNSELING)

COURSES	LEVELS*				PROGRAMS**		
	IA	IB	II	III	CD	FS	G
Administration and Supervision of ECE Programs		X	X	X	X		
Adolescent Development			X	X	X	X	
Adult Supervision/Working Effectively with Adults			X		X		
Career Exploration in Health and Human Services	X	X	X	X		X	X
Challenges of Aging	X	X	X	X		X	X
Changing Family	X	X	X	X	X	X	X
Child Development	X	X	X	X	X	X	
Child, Family and Community Relations	X	X	X		X	X	
Child Health and Safety	X	X	X		X	X	
Child Health, Safety and Nutrition	X	X	X	X	X	X	
Child Observation	X	X	X	X	X	X	
Children's Nutrition	X	X	X		X	X	
Classroom Management and Group Relations: Theory and Practicum		X	X	X	X		
Computers in Early Childhood Education		X	X	X	X	X	
Creative Experiences for Children	X	X	X	X	X	X	
Curriculum Development for Children	X	X	X	X	X		
Death and Dying		X	X	X		X	X
Diversity/Anti-Bias Curriculum for Children		X	X	X	X	X	
Early Childhood Education Field Experience/Practicum		X	X	X	X		
ECE History and Professional Overview	X	X	X	X	X		
Elder Care	X	X	X	X		X	X
Family Child Care Management	X	X	X		X		
Family Communication Skills	X	X	X	X	X	X	X
Family Relationships	X	X	X	X	X	X	X
Financial Management	X	X	X	X	X	X	X
Foster Parenting	X	X	X		X	X	
Gerontological Nutrition and Food Practices	X	X	X	X		X	X
Gerontology	X	X	X	X		X	X
Gerontology Practicum	X	X	X	X			X
Human Development	X	X	X	X	X	X	X
Human Sexuality	X	X	X	X		X	X
Infant-Toddler Care and Development/Practicum	X	X	X	X	X		
Intergenerational Care Provider	X	X	X	X	X	X	X
Life Management	X	X	X	X	X	X	X
Nutrition	X	X	X	X	X	X	X
Parent Education	X	X	X		X	X	
Programs and Activities for School Age Children	X	X	X		X	X	
Special Needs Children		X	X	X	X		
Special Topics in Aging	X	X	X	X	X	X	X
Special Topics in Early Childhood	X	X	X	X	X	X	
Special Topics in Family Studies	X	X	X	X	X	X	X

*LEVELS:
IA Entry: Immediate Employment
IB Entry: Occupational Certificates
II Technical: AA/AS Degrees
III Professional: BA/BS Degrees

**PROGRAMS:
Courses required may vary depending on student occupational objectives.
Department designations and unit value may vary among institutions.
CD Child Development
FS Family Studies
G Gerontology

COURSE DESCRIPTION AND CORE COMPONENTS

The following course descriptions and core components delineate the content of the courses identified in the Programs and Courses Matrix (See page 129). Due to the extensive listing of courses within this Lifespan section it is imperative that faculty promote ongoing communication between departments and disciplines, as well as within the department, so that overlapping of course content and delivery is identified as relevant. Issues of depth, breadth and extent of topics addressed must be clearly identified. Opportunities for interdisciplinary approaches should be included in all core compenents. In acknowledgment of the depth and breadth of expertise in the area of Lifespan, the implementation of these collaborative approaches are intended to enhance existing courses rather than to supplant or replace them.

ADMINISTRATION AND SUPERVISION OF EARLY CHILDHOOD EDUCATION PROGRAMS

Required for those who plan to be directors in any child care and development program, both public and private, in the state of California. Principles and practices of program planning, budgeting and personnel administration for agencies servicing children and families.

Core Components

Philosophy and historical perspective of early childhood education
Assessment and goal setting
Parent/teacher relations and education
Marketing
Grant writing
Advocacy
Computer applications
School and community relations
Types of programs
Budgeting, proposal development, funding and financial management
Program and staff evaluation
Licensing and accreditation
Site selection and development
Personnel and staffing
Curriculum and program development
New directions
Recognition, prevention and reporting of abuse
Professional growth

Collaborative relationships
Health and safety
Team building and effective interpersonal interactions
Effective management skills

ADOLESCENT DEVELOPMENT

Designed to integrate the physical, social, emotional and cognitive aspects of adolescent development. Important components of the course include critical issues confronting adolescents, their families and the society.

Core Components

Research and theories of development
Physical development and health
Cognitive development
Psycho-social development
Substance use and abuse
Functional/dysfunctional families
Multi-cultural and multi-lingual influences
Immigrants and refugees
Adolescent parenting
Relationship with peers and parents
Peer pressure
Gang and cult involvement
Communication skills
Suicide
Drop-outs
Impact of poverty
Sexuality
Postponed adulthood
Literacy
Transition to independent living
Accessing resources
Career exploration
Media impact
Foster care of adolescents
Eating disorders

ADULT SUPERVISION/WORKING EFFECTIVELY WITH ADULTS

A study of the methods and principles of collaborative learning, with emphasis on supervising adults in early childhood programs. Emphasis is placed on the role of a mentor who functions to guide the teaching team while simultaneously addressing the needs of children, parents and their staff. This course satisfies the adult supervision requirement for receiving a supervising teacher permit from the California Commission on Teacher Credentialing.

Core Components

Definition and goals of supervision
Role definition and image of the learner (child, teacher, parent)
Stages of teacher development
Collaborataive learning model
Mentor teacher/student teacher relationship
Observation techniques and data collection tools
Effective communication/listening skills
Empowerment: building mutual respect
Problem-solving and brainstorming solutions
Team building
Confrontation: using conflict to promote growth
Performance evaluation (formal and informal)
Professionalism and ethical issues
Developmentally appropriate learning environments
Leadership and advocacy
Networking: continued professional development

CAREER EXPLORATION IN HEALTH AND HUMAN SERVICES

Nature of health and human services in the urban community, social problems and society's response. The variety, scope and goals of health and human services, programs and methods used in accomplishing their goals. Offers opportunity and participation in field and clinical work.

Core Components

Careers in human services
Knowledge and understanding of special careers that have impact
  on urban and rural communities
Individual and group similarities and differences
Social welfare system
Small and large group processes
Internship in clinical setting
Internship in human service program of special interest
Methodology and ideology of health and human service programs

CHALLENGES OF AGING

Exploration of the developmental changes and specific needs of the older adult. Investigation of everyday problems with emphasis on consumerism, housing, health, nutrition, community resources and changing family roles. Designed for senior citizens as well as for family, paraprofessionals and others who are interested in working with the older adult.

Core Components

Financial management
Health issues
Nutritional needs
Service agencies
The oldest old and caregiving
Factors related to the aging processes
Cognitive changes and disorders
Crisis intervention
Death and dying
Social relationships
Elder abuse
Consumer protection
Behavioral issues
Aging process and effects
Grandparents as parents
Stereotypes
Theoretical frameworks
Physical health and sexuality
Work and leisure
Living environments
Mental health
Special problems

CHANGING FAMILY

Survey of the contemporary family with emphasis on changes in form, function and expectations. Common life events experienced by individuals and family members as they move from young adulthood to old age, including mate selection, marriage, child bearing, divorce, remarriage, widowhood, retirement and the later years. Alternative styles including homeless, multicultural, multilingual, sandwich generation, homosexual and single parenting. The future of the family as society moves into the 21st century with implications for the individual, the couple, the extended family and society as a whole.

Core Components

Changing demographics
Role expectations
Marriage/remarriage
Child bearing
Divorce
Widowhood
Coping skills for managing life events
Future trends for the family
Effects of the increasing lifespan on today's family
Economic impact/poverty
Family crises
Diverse family structures
Societal issues, such as drugs, AIDS, gangs
Teenage pregnancies
Grandparents as parents
Cohabitation
Violence
Family support services/resources

CHILD DEVELOPMENT

Growth and development of children from prenatal period through adolescence including individual needs of children (CAN H EC 14).

Core Components

Method of studying children
Principles and theories of development
Genetic and environment influences
Cognitive, physical, social and emotional development
Societal and cultural influences on prenatal development
Birth process and neonatal period
The infant/toddler

The preschool child
The school age child
The adolescent
Developmental appropriate expectations
Observing children
Parent and family influences
Exceptional development
Child abuse and neglect
Language development

CHILD, FAMILY AND COMMUNITY RELATIONS

Study of influences on the growth and development of the child and the family, including: social-economic class, racial and ethnic factors, age and gender, cultural heritage, education, interaction of family members and awareness of community resources.

Core Components

Socialization over the lifespan
Status of children in society
The family: contemporary, past and future
Family interpersonal relationships
Schools and other educational opportunities
Peer groups
Mass media influences
Racial, cultural, ethnic and socio-economic influences
Diverse family structures and parenting styles
Social challenges related to children and families
Resources for families and children
Special needs children
Child abuse and neglect
Impact of violence on children and families

CHILD HEALTH AND SAFETY

Emphasizes the special needs of preschool children for health and safety.

Core Components

Interrelationship of health, safety and nutrition
Health assessment tools
Conditions affecting children's health
Creating a safe environment
Safety management
Health and safety education experiences for children
Recognition, management and prevention of infectious disease including immunizations
Management of acute illness
Prevention of childhood injuries
"Universal precautions" and other communicable diseases (AIDS)
Pediatric CPR training including infant
Substance abuse
Pediatric first aid
Emergency preparedness and evacuation
Caring for children with special needs
Identification and reporting of signs and symptoms of child abuse
Children's nutrition
Sanitary food handling
Communication of information and concerns to parents

CHILD HEALTH, SAFETY AND NUTRITION

Emphasizes the special needs of preschool children for health, safety and nutrition. Nutrition issues relating to the basic nutritional needs of children from the prenatal period through adolescence and integration with the overall developmental goals for children. Emphasis on meal planning for various age groups and the cultural and economic diversity in child care facilities.

Core Components

Interrelationship of health, safety and nutrition
Health assessment tools
Conditions affecting children's health
Creating a safe environment
Safety management
Health and safety education experiences for children
Recognition, management and prevention of infectious disease including immunizations
Management of acute illness

Prevention of childhood injuries
"Universal precautions" and other communicable diseases (AIDS)
Pediatric CPR training including infant
Substance abuse
Pediatric first aid
Emergency preparedness and evacuation
Caring for children with special needs
Identification and reporting of signs and symptoms of child abuse
Children's nutrition
Sanitary food handling
Functions of the basic nutrients
Food pyramid
Food sources
Dietary guidelines for Americans
Nutrition principles from prenatal through adolescence
Nutrition education for parents and children
Cultural food patterns
Local, state, federal laws and regulations for child care facilities
Food safety
Standards for child care food service
Public policy
Guidelines for nutrition programs
Developmental perspectives
Food experiences for children
Communication of information and concerns

CHILD OBSERVATION

Observation of children's behavior and development and interpersonal interactions within child development settings. Introduction and training in the skills and methods of observing and recording behavior as it relates to program planning and meeting the needs of individual children.

Core Components

Value and purposes of observation
Accurate and effective observational techniques
Recording and interpreting behavior
Patterns of behavior
Analysis of teaching and learning strategies/styles
Comparison and contrasts of observation and recording models
Integration of observation and curriculum planning
Assessment techniques and instruments

CHILDREN'S NUTRITION

Nutrition issues relating to the basic nutritional needs of children from the prenatal period through adolescence and integration with the overall developmental goals for children. Emphasis on meal planning for various age groups and the cultural and economic diversity in child care facilities.

Core Components

Functions of the essential nutrients
Food sources
Nutrition principles from prenatal through adolescence
Nutrition education for parents and children
Cultural food patterns
Local, state, federal laws and regulations for child care facilities
Food safety and sanitation
Standards for child care food service
Public policy
Guidelines for nutrition programs
Developmental perspectives
Food experiences for children

CLASSROOM MANAGEMENT AND GROUP RELATIONS: THEORY AND PRACTICUM

Development of curriculum and teaching techniques for the education of children. Supervised laboratory experiences in selected programs will be assigned by the instructor.

Core Components

Guiding the behavior of children 0-12 years
Planning and implementing developmentally appropriate curriculum
Parent involvement and education
Recording the behavior of children
Application of observations to curriculum planning
Providing physical facilities, equipment and materials
Developing the child's self esteem through sensitivity to diversity
Working with special needs children
Philosophy and techniques of working with children
Role of the teacher
Anti-bias curriculum

COMPUTERS IN EARLY CHILDHOOD EDUCATION

Introduction to the basic technology and applications of the computer in Early Childhood Education. Includes computer-assisted instruction (CAI) for program management in areas of record keeping, inventory, newsletters, state reports, mailing lists and budgeting. CAI will allow students to explore applications for children to enhance learning techniques, creativity, problem solving, music, art concepts, literature and language.

Core Components

Computer hardware and software evaluation
Computers to enhance curriculum, program planning and operation
Child's developmental interactions with computers
Computers to facilitate social cooperation
Computers as facilitators of language development and problem solving
Perceptual motor skill development
Multimedia technology and instruction

CREATIVE EXPERIENCES FOR CHILDREN

Interpretation and integration of the values of culturally sensitive creative experiences for children. Illustrated lectures and class discussions cover such topics as dramatic play, blocks, music, movement, art experiences and crafts. Examines basic principles in planning, developing and implementing of curriculum. Covers environmental design of classroom and its impact on learning.

Core Components

Creativity and the young child
Planning, presenting and supervising creative activities
Aesthetic development in children
Developmental levels in art and music
Expressive movement
Two dimensional media
Three dimensional media
Relationship of art and music to total development
Creative expression with music and art
Integration of culturally diverse materials

CURRICULUM DEVELOPMENT FOR CHILDREN

Integration of theory and practice of working with children. Observation and practice in techniques of working with children; supervised laboratory experience to include curriculum planning and implementation through participation in a campus laboratory center or selected programs for children in the community.

Core Components

- Developmentally appropriate curriculum for 0-12
- Goals of the early childhood program
- Physical environment
- The role of play
- Language arts
- Expressive arts
- Music and movement
- Math and science
- Health and nutrition
- Manipulative materials
- Teacher and child interaction
- Staff and parent relations
- Mainstreaming of curriculum needs
- Application of observation to curriculum planning
- Social and emotional development of the child
- Physical and intellectual development of the child
- Evaluation of teaching and programs
- Becoming a professional in ECE
- Anti-bias curriculum
- Curriculum: relationship of instruction to environment, planning methods

DEATH AND DYING

Exploration of grief and techniques for coping with loss throughout the lifespan for individual coping with grief and loss.

Core Components

- Attitudes and values regarding death and dying
- Stages of death and dying
- Cultural norms, expectations and social behavior
- Rituals related to death and dying
- Bereavement and grief
- Separation and loss
- Support or counseling strategies
- Theories of grief

DIVERSITY/ANTI-BIAS CURRICULUM FOR CHILDREN

General introduction to life styles, values and socioeconomic influences on children from diverse families with special emphasis on the factors that affect the teaching and learning process. Students are introduced to strategies, materials and resources designed to help enhance the sensitivity to and appreciation for diverse populations.

Core Components

Integrating diversity
Teaching skills for Limited English Proficient (LEP) children
Recognizing children's basic needs
Identity and self-esteem
Anti-bias concepts
Recognition and identification of bias
Multilingual families
Diverse families
Cultural awareness

EARLY CHILDHOOD EDUCATION FIELD EXPERIENCE/PRACTICUM

Provides the student with practical experience in a selected community early childhood program under qualified supervision.

Core Components

Curriculum planning and implementation
Classroom management
Environmental planning
Problem solving skills
Observation and assessment
Staff interaction
Parent and staff interaction
Teacher and child interaction

EARLY CHILDHOOD EDUCATION HISTORY AND PROFESSIONAL OVERVIEW

Requirements and career opportunities in the field of Early Childhood Education.

Core Components

- Exploration of career paths
- Terms and definitions in the field
- Historical perspective of children's programs
- Agencies with programs for young children
- Licensing regulations and funding
- Requirements for personnel in children's programs
- Portfolio development
- Legal aspects, liability
- Professionalism, ethics and professional associations
- Legislation and advocacy
- Self assessment for teaching
- Philosophy of Early Childhood programs
- Types of programs

ELDER CARE

Overview of knowledge and skills needed to work with the elderly. Ethics, responsibilities, medical, social, personal and home management needs of the client; community resources and career options in working with the elderly.

Core Components

- Ethics
- Confidentiality
- Roles and responsibilities
- Health and medical needs
- Social needs
- Cultural diversity
- Observation and assessment
- Personal care
- Basic housekeeping skills
- Community resources
- Career options
- Communication skills
- Self esteem building
- Balancing client need for dependency and control
- Regulations/Americans with Disabilities Act (ADA)
- Career

Stress management
Food pyramid
Sanitation and safety
Consumer protection

FAMILY CHILD CARE MANAGEMENT

Prepares and assists persons interested in providing family child care to other people's children and using their own home as a place of business. Includes an understanding of the licensing requirements for family child care and the role of the family child care provider in preparing a safe, stimulating environment for children, relating to parents in a positive way and maintaining a system of records which satisfies the small business requirements of family child care.

Core Components

Small business management
Provider and parent relations
Daily operational issues
Computer applications, record keeping
Licensing and funding resources and agencies
Health and safety practices
Liability
Networking and problem-solving
Policy development
Child nutrition
Pediatric first aid/CPR
Curriculum and environment

FAMILY COMMUNICATION SKILLS

Provides specific techniques and ideas to be used in communicating with other family members in which the needs and feelings of all are respected. Factors considered include communication skills, negotiation of differences and examination of expectations and interaction patterns.

Core Components

Developmental tasks of beginning a family
Family dynamics
Family systems
Self esteem in the family
Parenting skills
Adjusting to new roles and family structures
Values clarification
Communication techniques
Crisis situations, intervention and counseling
Interpersonal relationships
Community resources
Conflict management and resolution strategies

FAMILY RELATIONSHIPS

The family and its interpersonal relationships, mate selection, adjustments within the family, the family life cycle, parenthood, marriage enrichment and contemporary family issues (CAN H EC 12).

Core Components

Research and theories related to marriage and family
Sociological and psychological concepts and terminology
Historical development of family
Marriage and family in meeting human needs
Roles and expectations in couple relationships
Concepts of love and infatuation
Dating, courtship, engagement
Gender role expectations
Establishing and maintaining intimacy
Cohabitation
Selection of marriage partner
Sexuality in couple relationships
Reproduction, birth control, family planning
Birthing and parenting
Diverse family structures
Communication skills

- Marriage enrichment and rebuilding relationships
- Current family issues
- Functional/dysfunctional families
- Family violence
- Stress and conflict management
- Terminating relationships

FINANCIAL MANAGEMENT

Management of income and expenditures for the individual and the family throughout the life cycle. Advertising, consumer protection, buymanship skills and consumer laws as they apply to use of credit, housing, technology, risk protection, health care, food, clothing and transportation. Topics include budgeting, institutional savings and checking services, investments, taxes and estate planning, impact of inflation, business cycle and other current issues.

Core Components

- Values clarification
- Development of goals
- Decision-making
- Consumerism
- Credit
- Budgeting
- Buymanship
    - housing
    - technology
    - child care
    - insurance
    - clothing
    - food
    - transportation
- Banking
- Taxation
- Investments
    - types
    - selection
- Investment fraud
- Financial planning
- Retirement and estate planning
- Rights, responsibilities, law, redress and advocacy
- Career opportunities

FOSTER PARENTING

Develops skills to enable foster parents to better understand themselves, the children, the relationships in the family and the legal and social services systems.

Core Components

- Types of foster care
- Values of foster care
- Rights and responsibilities of foster care participants
- Foster children
- Guidelines for foster care, legalities
- Strategies for success
- Foster family interrelations
- Foster parent, biological parent, social worker relations
- Special needs
- Understanding the foster care system
- Guidance and discipline techniques
- Prenatal substance exposed children

GERONTOLOGICAL NUTRITION AND FOOD PRACTICES

Basic nutrition information of successful senior lifestyles in relationship to diet modification and alternative eating practices.

Core Components

- Review of basic nutrition information
- Diet modifications
- Physiological changes of the aging person
- Psychological changes that affect food practices
- Limitations that affect food selection and preparation
- Potential nutrient deficiencies
- Drug/nutrient interactions
- Safety and sanitation
- Effects of exercise on overall health
- Appropriate foods to meet individual needs
- Menu planning
- Nutrition quackery
- Government nutrition programs available
- Cultural foods
- Sociological implications of aging

GERONTOLOGY

Overview of social, economic, physiological and psychological functions which relate to older adults as their roles in the family change. Investigation of problems of the aged with emphasis on consumerism, housing, health, leisure time, family roles, retirement, widowhood and sexuality.

Core Components

Aging from a multi-disciplinary perspective
Effects of the stereotypes of old age
Physiological, psychological and social changes
Stress factors of aging
Mental health
Development of positive attitude toward aging
Coping skills for aging
Scams/frauds/consumerism
Meeting the needs of the aging adult
Caregiving
Death and dying

GERONTOLOGY PRACTICUM

Field experience with geriatric clients in a variety of settings. Practical processes and management skills in working with the elderly.

Core Components

Ethics
Confidentiality
Roles and responsibilities
Physical and medical needs
Personal and social needs
Observation and assessment
Personal care
Basic housekeeping skills
Community resources
Career options
Positive geriatric role models
Family support services
Resources for the family

HUMAN DEVELOPMENT

Integrates the physical, social, psychological, emotional and cognitive aspects of human development throughout the lifespan. Developmental tasks facing individuals at various points in the life cycle. Exploration of the ways social interaction and cultural institutions shape the development of the individual.

Core Components

Significance of a lifespan perspective
Theory, research and applications of human development
Conception and birth
Prenatal development
Infant development
Development during early childhood
School-age development
Adolescent development
Early adult development
Mid-life development
Late adult development
Death and dying
Influences of heredity and environment
Self esteem and quality of life at each stage
Social and cultural influences

HUMAN SEXUALITY

An introductory course concerned with the biological, psychological and social aspects of human sexual behavior. A forum for discussion of ethical issues which encourages students to examine choices rationally and responsibly.

Core Components

Sexuality in perspective
Human sexual anatomy
Sex hormones and sexual differentiation
Theory and research in human sexuality
Menstruation and menopause
Contraception, pregnancy and childbirth
Sexuality and the life cycle
Sexual dysfunction
Ethical and moral issues, attitudes and behavior
Sex role socialization
Sexually transmitted diseases
Sexual response cycle

INFANT-TODDLER CARE AND DEVELOPMENT/PRACTICUM

Principles and philosophy of infant care for children up to two years of age including: growth and development, health and nutritional needs, social and emotional needs, cognitive development, language development, development of a positive self-image, parent education, community resources and cultural and ethnic differences. Students may be assigned to a practicum in an infant-toddler program for supervised experiences.

Core Components

Developmental principles and appropriate curriculum
Developmental stimulation
Language and social development
Understanding of individual differences and growth rates
Special needs child
Environmental management-indoors and outdoors
Parent education and involvement
Health and nutritional needs
Community resources
Design of program and facilities
Methods of evaluation

INTERGENERATIONAL CARE PROVIDER

An overview of issues related to caregiving with an emphasis on intergenerational care programs. Students explore careers with children, elders and intergenerational program.

Core Components

Career opportunities
Communication skills
Community resources
Cultural diversity
Disturbances in developmental process
Entrepreneurial skills
Field work
Human development across the lifespan
Intergenerational activities
Lifestyles for healthful aging
Nutritional issues
Safety/emergency procedures

LIFE MANAGEMENT

Changing conditions in society which influence life management, including family structure, diversity, values conflicts, multiple roles, the global economy and technology. The approach will include application of values clarification, the decision-making process and systems theory (CAN H EC 16).

Core Components

Values, goals and standards
Ethics
Resource identification and allocation
Self esteem
Motivation / procrastination
Conflict resolution
Communication
Time and energy management
Delegation
Work simplification
Impact of home based businesses
Managing environmental resources
Career opportunities in Life Management

NUTRITION

Scientific concepts of nutrition relating to the functioning of nutrients in the basic life processes. Emphasis on individual needs, food sources of nutrients, current nutritional issues and nutrition analysis (CAN H EC 2).

Core Components

Functions of nutrients and related food groups
Dietary guidelines and current recommendations
Major nutrient classifications
Digestion, absorption, cell metabolism and energy
Energy balance, basal metabolism, physical activity
Nutrition and wellness
Dietary planning for weight management and eating disorders
Critical evaluation of various "fad" diets
Special dietary consideration
Pregnancy and lactation
Changing dietary needs throughout the lifespan
Scientific method to analyze and evaluate nutrition information
Nutrition information: computerized analysis and evaluation
Hereditary influences on health requiring dietary changes
Food safety and nutrient preservation

Nutrition misinformation
Computer diet analysis

PARENT EDUCATION

Explores family dynamics, gender roles and communication among family members. The goal is to enhance family functioning and enrich family interaction. Appreciation of the significance of the changing family.

Core Components

Adjustment to parenthood, parents as first teachers
Concerns of parenthood, styles of parenting
Diverse family structures
Child guidance techniques
Community resources
Parent and child communication
Societal influences
Siblings
Rituals and traditions
Child care alternatives
Cultural influences
Sexual and cultural stereotypes
Relationship of parenting to development of child
Parenting skills
Working with parents
Sex education

PROGRAMS AND ACTIVITIES FOR SCHOOL AGE CHILDREN

Principles and practices of programs for the child of five to twelve years at home not including formal schooling. Based on growth and development including health and nutritional needs, cognitive, physical, social and emotional development. Instruction in programming, curriculum, budgeting and equipment.

Core Components

- Developmental characteristics and needs of school age children
- Developmentally appropriate curriculum
- Staff selection and training
- Environmental design
- Program planning
- Working with schools and community
- Working with families
- Resources
- Program activities and materials
- Transition to independence

SPECIAL NEEDS CHILDREN

Characteristics of special needs children, assessment tools and curriculum design, referral resources and current issues, observation and practice in working with special needs children in classrooms and agencies.

Core Components

- Legal provisions, inclusion
- Educational services for special needs children
- Education of the developmentally delayed child
- Education of the physically challenged child
- The neurologically challenged child
- Other types of special needs children
- Resource services, programs and agencies
- Social, psychological implications of special needs

SPECIAL TOPICS IN AGING

Introduction of contemporary issues in aging, e.g. the younger old, the older old, effects of aging, Alzheimer's and other diseases and changing roles and relationships. Designed for caregivers, people in helping professions, families and the elderly themselves.

Core Components

Adult day care
Aging process
Caregiving
Caregiving and the family
Changing family roles
Crisis intervention
Cultural diversity
Death and dying
Elder abuse
Financial management (see Life Management section)
Grandparents as parents
Independent living
Intergenerational programs
Older old adults
Resources for families
Respite care
Roles and responsibilities
Scams/frauds/consumerism
Social needs
Stress management
Support services/community resources
In-home care
In-hospital care

SPECIAL TOPICS IN EARLY CHILDHOOD

Introduction of contemporary issues: e.g. marriage, separation and divorce, special needs, death and dying, gender stereotyping, sex education and sexuality, self-esteem, cultural and racial pride, hospitalization, child abuse and aging. Designed for parents, people in the helping professions, early childhood education students and interested others.

Core Components

- Child development
- Recognizing children with special needs
- Issues surrounding children of divorced, separated, single parents
- The abused child
- Ethnicity and bilingualism
- Child with life threatening condition
- Death in childhood
- The growing child and the effect of:
  - society
  - community and peers
  - family structure
- Developing positive parenting skills
- Helping children develop positive self-concepts
- The substance addicted parent and abused child
- The HIV positive child
- Violence
- Kindergarten readiness
- Family child care
- Health care training for child care providers
- Mildly ill child care
- Respite child care
- Curriculum for cultural and linguistic diversity

SPECIAL TOPICS IN FAMILY STUDIES

Introduction of contemporary issues which impact families including children, parents and grandparents. Designed for parents, students, those in healing professions, older adults and other community members.

Core Components

- Abuse in the family
- Caregiving and the aging parent
- Communication skills
- Community resources

Conflict management and resolution strategies
Consumer protection
Consumerism
Coping skills for managing life events
Crisis situations, intervention and counseling
Cultural influences
Diverse family structures
Economic impact/poverty
Family support services/community resources
Future trends
Grandparents as parents
Impact of poverty
Issues in the substance abusing family
Parenting skills
Sandwich generation
"Skip" generation
Societal influences
Stress and conflict management
Teenage pregnancies
Television and its effect on the family
Time management
Violence in families/neighborhoods/communities
Foster youth and independent living skills
Single parenthood
Blended families
Teen pregnancy
Home management

PROGRAM DEVELOPMENT AND REVIEW

Professional Standards

Lifespan (Child Development, Family Studies, Gerontology) faculty must meet the hiring requirements (AB 1725) for community colleges as established by the State of California and follow the California Community Colleges, Chancellor's Office guidelines. The document, *Minimum Qualifications for Faculty and Administrators in California Community Colleges* identifies hiring criteria. In addition, it is strongly recommended that faculty have current work experience directly related to the courses which they teach. Evaluation of faculty should be done on a regular basis, no less than biennially. Faculty should be encouraged to participate in staff development and continuing education activities of professional organizations.

Dedicated, enthusiastic and innovative faculty and child development staff are the major resource in Lifespan (Child Development, Family Studies, Gerontology) education. They provide the education and guidance of students and direction of programs to meet the challenge of the fast-paced, changing world of the Lifespan areas. In recognition of the importance of the contribution of child development center staff in training students and supporting academic goals, it is strongly encouraged that center staff have the same status and compensation as other full and part-time faculty and meet minimum qualifications.

Program Standards

Community colleges train most of the teachers and directors of preschool, infant and school age programs in the state of California. Course work in Early Childhood Education/Child Development required by state governing agencies presently differs for public and private facilities. It is essential to design programs and courses based upon meeting these requirements.

At present, the licensing agency for all public and private child care facilities is the Department of Social Services, Community Care Licensing. A copy of *Child Day Care Licensing Regulations* (California Administrative Code [CAC] Title 22, Division 12) is available from the local branch of this agency, or contact: Community Care Licensing, 744 P Street, Sacramento, California 95814, Telephone: (916) 445-0313.

Included in these regulations are the requirements for teachers and directors in private preschool/child care programs (those which operate without public funds). Briefly summarized, these requirements are:

Teacher (no credential awarded)

1. 12 units ECE/CD including courses in child/human growth and development; child, family and community; and program/curriculum and
2. 6 months of experience (at least 3 hours/day for minimum of 50 days in six month period).

Director

1. 12 units ECE/CD including courses in child/human growth and development; child, family and community; and program/curriculum and
2. 3 units in administration or staff relations and
3. Experience. Requirements vary in relationship to education, from four years with a minimum education to one year with a BA/BS degree.

Department of Social Services, Title 22, Division 12 regulations also include specific requirements for school age child care and infant and toddler care. Additional units and/or specific course content are designated for personnel in these programs. All units specified are semester units.

Regulations which govern and specify requirements for staff in public child development programs are found in the *State of California Education Code, Title 5, Chapter 19*. These programs fall under the jurisdiction of the California Department of Education, Child Development Division. Child development permit regulations can be obtained from: State of California, Commission on Teacher Credentialing, 1812 9th Street, Sacramento, CA 95814-7000, or P.O. Box 944270, Sacramento, CA 94244-2700, Telephone: (916) 445-7254. Units indicated on the Child Development permit matrix are semester units. Briefly summarized, these requirements are:

Assistant	6 units of ECE or CD
Associate Teacher	12 units ECE/CD including core courses
Teacher	24 units ECE/CD including core courses + 16 General Education (GE) units
Master Teacher	24 units ECE/CD including core courses + 16 GE units; + 6 specialization units; +2 adult supervision units
Site Supervisor	AA (or 60 units) with 24 ECE/CD units (including core); + 6 units administration; +2 units adult supervision
Program Director	BA (or 126 units) with 24 ECE/CD units (including core); + 6 units administration; + 2 units adult supervision

Teacher (Regular Children's Center Instructional Permit)

1. 24 units ECE/CE with at least one course in child/human growth and development; child, family and community; and programs/curriculum and
2. Experience, four options and
3. 16 units general education.

Supervisor or Director (Children's Center Supervision Permit)

1. Regular Children's Center Instructional Permit and
2. 12 units in ECE/CE at an advanced level and
3. 6 units in administration and supervision and
4. Experience and
5. Bachelor's or higher degree and
6. CBEST (test of proficiency in basic skills).

Evaluation

Colleges and faculty have the obligation to keep programs current and relevant. One tool developed for the Lifespan courses and programs is the *Family and Consumer Sciences (FCS) Self-Study and Assessment* system. This process allows local colleges to assess program strengths and to target areas for improvement. It may be utilized at the local level as an evaluation tool for program review and development or enriched through validation by a visiting team of objective, outside professionals. The computerized program, available from Diablo Valley College, aligns with the format of this *Program Plan* section. Results can be shared with staff, advisory committee members, governing boards and students to ensure program content validation.

Professional Organizations

Professional and trade organizations provide a valuable resource for program content and currency, student experiences and forming partnerships. A *Directory of Professional and Trade Organizations* is included as a separate section of this *Program Plan*. Journals published by the professional organizations and other publications, e.g. *On the Capitol Doorstep* are helpful resources to assist faculty and staff to maintain professional growth, augment curriculum and keep current.

Faculty membership and participation in related Lifespan professional/trade organizations is encouraged. These include:

AADECE - American Associate Degree Early Childhood Education
AAMFT - American Association for Marriage and Family Therapy
AARP - American Association of Retired Persons
ACEI - Association for Childhood Education International
AAFCS - American Association of Family and Consumer Sciences
AAFCS-CA - American Association of Family and Consumer Sciences - California Affiliate
ASA - American Society on Aging
AVA - American Vocational Association
BHE - Business Home Economics, Business Section of AAFCS
CAEYC - California Association for the Education of Young Children
CAI - Childrens Advocacy Institute
CAMFT - California Association of Marriage and Family Therapists
CAVE - California Associations of Vocational Educators
CCCECE - California Community College Early Childhood Educators
CCDAA - California Child Development Administrators Association
CCFR - California Council on Family Relations
CDF - Children's Defense Fund
CDPI - Child Development Policy Institute
CF - Children's Foundation
CSAC - California School Age Consortium
GU - Generations United
NAECTE - National Association for Early Childhood Teacher Educators
NAEYC - National Association for the Education of Young Children
NAFCC - National Association for Family Child Care
NCA - National Council on Aging
NCECW - National Center on the Early Childhood Workforce

NCCCC - National Coalition for Campus Child Care
NCFR - National Council on Family Relations
PACE - Professional Association for Childhood Educators
SACUS - Southern Association for Children under Six
ZTT - Zero to Three

Student membership in and student chapter affiliations with professional organizations should be encouraged.

Advisory Committee

The Lifespan (Child Development, Family Studies, Gerontology) Advisory Committee(s) should include representatives from community agencies and organizations, business and industry, secondary and four year institutions, counseling and placement centers and knowledgeable individuals who are served by the college.

Membership should be diverse and reflect the college community. Membership should reflect the needs of community agencies which will utilize student graduates seeking vocational placement and employment. The purpose of the advisory committee is to coordinate, articulate and communicate common needs, current practices and changing opportunities within the college service area. The committee should advise on current curriculum, transfer/access issues, facilities and equipment and other instructional and support services priorities which will meet student and community needs.

It is recommended that advisory committees range in size from 12 to 18 members. A large committee, although cumbersome to work with simultaneously, provides enough members for small committee work and overcomes the difficulty of scheduling meetings when some cannot attend.

Equipment and Facilities

California Community Colleges Chancellor's Office Comprehensive Guidelines for Child Development and Early Childhood Instruction and Services Programs, May 1995 contains specific recommendations for equipment, facilities and instructional resources. A partial list follows:

- An indoor and outdoor physical environment that is safe and appropriate to the age of the children being served.

- A quality indoor facility is one with adequate light, ventilation and acoustics. It is aesthetically pleasing with an atmosphere that is cozy, warm and intimate and which is above all child-oriented. The layout includes adequate storage and space for children, parents and providers of care and it takes into account the functions and needs of the program. The arrangement of space allows for privacy. Provision is made for the temporary isolation of children during minor illness. The facility adheres to standards of cleanliness.

- Outdoors, the provision of shade, water, sand, grassy areas, storage and fencing are indicators of quality. The outdoor surfaces are appropriate to the activities, age and special needs of the children served. Licensing regulations define minimum space requirements. These are minimums, not optimums and attention should be paid to the best use of the space available.

- In facilities for infants and toddlers, special attention should be paid to the provision of areas for separate functions such as playing, sleeping, diapering and food preparation. Sanitation procedures should include proper diaper disposal, hand washing, food handling, refrigeration and dish washing. Special attention should be paid to the care and cleanliness of the floors. Special care should be taken with water tables and play dough to maintain sanitation.

- For older children the child development facility should serve as a home base where the children can check in with an adult before engaging in after-school activities.

- The elements of safety that relate to quality are: (a) existence of age-appropriate emergency procedures that are properly posted, e.g., fire, earthquake, (b) adults who have current first aid and cardiac pulmonary resuscitation (CPR) training, (c) first aid supplies which are readily accessible to adults but not to children and are periodically replenished, (d) adequate fencing, (e) well thought out traffic patterns and (f) building and playgrounds that are free of hazards.

- Because infants and toddlers may have to be carried, an indicator of quality is the special attention by adults to a procedure for quickly removing very young children in an emergency. Protective barriers or gates indicate attention to safety.

- The equipment and materials used in programs are indicators of quality when they are age and developmentally appropriate and in good repair. Books and other learning materials should be free of gender bias/stereotypes, multicultural, of sufficient quantity and variety for the size of the group and easily accessible to the children.

Marketing and Recruitment

Marketing and recruitment of Lifespan can accomplish the following:

- Describe and illustrate the benefits of Child Development, Family Studies and Gerontology to both traditional and non-traditional student populations.
- Promote the contribution of the Lifespan program to members of the college community and other educational institutions including instructional counseling and support staff.
- Increase linkages with community agencies, businesses and organizations in order to expand educational opportunities as well as the potential for the employment of Lifespan majors.

Techniques for marketing and recruitment include:

- Utilizing student success stories
- Placing "blurbs" in community newspapers about new/ongoing or special classes
- Producing newsletters and flyers as linkages with community agencies
- Initiating outreach within campus community
- Initiating outreach within community including high schools, community agencies and four year institutions
- Using distance learning
- Forming and maintaining active advisory committees
- Participating in local and regional forums
- Writing columns for local printed media
- Developing and distributing career briefs for child development, family studies and gerontology
- Creating a home page on Internet
- Making presentations in the local community
- Supporting students by forming and advising student organizations in child development, family studies and gerontology as feasible
- Networking with local professionals via organizations.

Placement and Follow-up

It is the college responsibility to educate students. That responsibility extends to making certain the education provides job skills necessary for employment including use of resources, interpersonal skills and that transfer courses are articulated at all educational levels.

Industry salaries and benefits vary widely and may account for some trained professionals leaving the field. Faculty must continue to advocate for higher compensation and benefits for all providers.

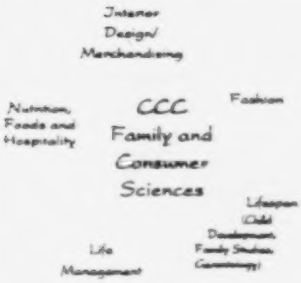
Lifespan (Child Development, Family Studies, Gerontology) faculty should work closely with the placement services available on individual campuses and should utilize every opportunity to publicize their programs so community employers are aware of potential employees. Faculty should also be aware of articulation agreements between their program, high school and other two- and four-year colleges striving to meet the goals identified in this *Program Plan*.

Accountability is important in order to assure that the program is accomplishing its purpose. Industry salaries and benefits are variables out of the control of teaching programs and can account for some trained students leaving the field. These factors are irrespective of job satisfaction related to the training issue. Job placement data and articulation agreements are two ways to measure results. Questionnaires or surveys also serve this purpose and can be administered to students upon completion of the program or at a specified time after completion. Data covering job placement and relevance of program can be collected. The Lifespan instructional staff should cooperate in collecting data for the Statewide Follow-up System. Reports summarizing student and employer follow-up responses are available at each California community college. Employer surveys can assess the relationship of curriculum to job performance skills.

Many colleges have alumni groups which are a useful resource for tracking former students and for promoting programs. In addition, the student accountability models and MIS data are sources for student follow-up data.

Faculty should work closely with the career and placement centers/services on campus to be aware of opportunities for their students. Efforts should be made to communicate/articulate with child care resource and referral agencies, family service agencies and agencies placing home care aides which might offer opportunities for students.

Lifespan


Interior Design/ Merchandising
Nutrition, Foods and Hospitality
CCC Family and Consumer Sciences
Fashion
Lifespan (Child Development, Family Studies, Gerontology)
Life Management

NUTRITION, FOODS AND HOSPITALITY TABLE OF CONTENTS

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NUTRITION, FOODS AND HOSPITALITY

STATEMENT OF PURPOSE

Nutrition, Foods and Hospitality is one of the largest growing industries in California. Nutrition, Foods and Hospitality education programs provide opportunities for many exciting careers. Preparation/specialization may lead to employment in Restaurants and Foodservice Management, Hospital Foodservice Supervision, Nutrition Care, Chef, Culinary Arts, Catering, Food Server, Nutrition, Health and Fitness, Sensory Evaluation, Quality Control and Research.

Nutrition, Foods and Hospitality education in California community colleges provides individuals with an opportunity to acquire and apply knowledge and skills of nutrition principles, food preparation and hospitality. Such programs provide education and training leading to vocational certificates, the AA or AS degree, certification or transfer to upper division institutions.

Nutrition, Foods and Hospitality programs are designed so that performance standards meet employer expectations and enhance employability of students. Emphasis is placed on career education programs and employability of students at all levels in the areas of Nutrition, Foods and Hospitality.

To meet the broad spectrum of careers in the Hospitality industry, future revision of this *Program Plan* should expand the Hospitality component to include the areas of Lodging/Hotel Management and Travel/Tourism. Intensive professional education for this highly competitive and significant growth industry complements the existing foods, nutrition and culinary programs. Proposed courses will include topics such as business/destination marketing, sales, promotion and marketing of hospitality services, hotel front office and housekeeping management, facilities management, hotel/motel security management, airlines/cruise/adventure travel and event planning. The future outlook for employment in this growth industry is excellent.

Goals

The goals of the Nutrition, Foods and Hospitality program are to:

- Provide a Nutrition, Foods and Hospitality curriculum to prepare students for employment in the private and public sector.

- Provide sequential articulated core courses to facilitate student transfer to other educational institutions.

- Ensure equal access to Nutrition, Foods and Hospitality and specific program areas for all students especially those who are underrepresented: academically and economically disadvantaged, limited English proficient, diverse and/or disabled.

- Promote the integration and cooperation of all 1300 TOP Codes.

- Promote gender balance through recruiting and enrolling nontraditional students and avoiding stereotypes and bias in instruction and instructional materials.

- Increase the development of relevant work skills in students which address SCANS (Secretary's Commission on Achieving Necessary Skills) competencies and lead to job placement. Provide experiences which are consistent with current industry standards.

- Provide lifelong learning, continuing and adult education for career advancement, consumer information and to update Nutrition, Foods and Hospitality employees and professionals.

- Provide an environment which promotes critical thinking, creativity and understanding of social, organizational and technological systems.

- Provide educational opportunities for retraining individuals for re-entry into the job market, utilizing their abilities and identifying transferable skills.

- Provide an educational component for other programs such as health careers, fitness, wellness, lifespan and life management.

- Enhance the partnership between Nutrition, Foods and Hospitality programs and the business community incorporating on-site education and resource sharing.

- Promote nutrition, foods and hospitality courses as options to fulfill a multicultural requirement for the General Education curriculum.

- Promote nutrition and foods courses as options to fulfill science requirement for the general education curriculum (CCC, CSU, UC).

CAREER OPPORTUNITIES

Career Paths

Students studying Nutrition, Foods and Hospitality at California community colleges can proceed up a career ladder to various levels of employment and learning. Although the entry level (Level I) may enable a student to be employed, it is strongly recommended that the student proceed toward an AA/AS degree. The following is a partial listing of potential employment or career opportunities. Opportunities and requirements may vary from one community to another.

- Entry: Useful (Level I A) - The entry level provides students with a general knowledge in Nutrition, Foods and Hospitality enabling them to work in the industry, meeting specific needs. In some communities an agreement has been made between an employer and the community college which requires satisfactory completion of one or more designated courses as a prerequisite for employment.

Level IA– Entry: Immediate Employment. One or more Nutrition, Foods and Hospitality course designed to meet specific employment needs. Courses identified in Matrix under Level I A (See page 180).

Opportunities:

- Services
  - Busperson
  - Cafeteria Worker
  - Catering Assistant
  - Counter Worker
  - Dining Room Attendant
  - Food Preparation Worker
  - Food Server
  - Foodservice Worker
  - Host or Hostess
  - Housekeeping
  - Wait Staff
- Production
  - Baker Assistant
  - Beverage and Bartender Assistant
  - Cook's Helper
  - Cook: Short Order, Fry, Line, Private
  - Dietary Aide

Dietary Worker
Pantry Worker
Tray Line Checker

- Entry: Occupational Certificate (Level I B) - The certificate level provides students with the minimal basic skills and knowledge leading to employment in a Nutrition, Foods or Hospitality related job. The number of units will vary according to individual college program requirements.

Level IB– Entry: Occupational Certificate Program. Completion of a minimum group of specific courses which lead to a Certificate in Nutrition, Foods or Hospitality. Courses identified in Matrix under Level I B (See page 180).

Opportunities:

- Services
    - Appliance and Equipment Demonstrator
    - Caterer (Entrepreneur)
    - Head Food Server
    - Counter and Pantry Supervisor
    - Foodservice Supervisor
    - Host or Hostess
    - Test Kitchen Assistant
    - Food Consultant
    - Recipe Development Technician
    - Fitness Instructor
    - Weight Management Counselor
- Production
    - School Cafeteria Head Cook
    - Kitchen Supervisor
    - Hotel or Restaurant Cook
    - Short Order Cook
    - Pantry Worker
    - Cook Helper
    - Private Cook
    - Food Products Tester
    - Dietary Aide
    - Bartender
    - Broiler Cook
    - Sauté Cook
    - Line Cook
- Management
    - Health Care and Commercial Foodservice Assistant Manager
    - Catering Manager
    - Food Concession Manager

Dietetic Service Supervisor

- Technical: AA/AS Degree (Level II) - The AA/AS Degree provides students with the option for a career or the requisite foundation for transfer to a four-year college or university.

Level II–Technical: AA/AS Degree. Completion of a community college AA/AS degree in Nutrition, Foods or Hospitality requiring a minimum of 60 semester credit hours. Courses identified in Matrix under Level II (See page 180).

Opportunities:

- Services
  - Foodservice Supervisor
  - Food Merchandising Supervisor
  - Food Product Sales Representative
- Production
  - Sous Chef
  - Chef
  - School Cafeteria Head Cook
  - Kitchen Supervisor
  - Food Technician
  - Research Technician
  - Product Development Technician
  - Taste Panel Coordinator
  - Recipe Developer
  - Baker
  - Menu Planner
  - Caterer
  - Quality Assurance Technician
  - Sensory Technician
- Management
  - School Lunch Manager*
  - Cafeteria or Restaurant Manager*
  - Industrial Cafeteria Manager
  - Flight Kitchen Manager
  - Foodservice Manager*
  - Food Production Manager
  - Dietetic Technician in hospitals, clinics and institutions for the care of infants, children and the aged
  - Food/Sales Technician
  - Culinary Technician

*Experience usually required in addition to degree.

- Professional: BA/BS or Advanced Degree (Level III) - Advanced courses and other professional level work leading to the Baccalaureate, other Degree or Technical Degrees at four-year colleges or universities or training institutes; provides students with qualifications for professional employment.

Level III– Professional Level: BA/BS or Advanced Degree. Courses identified in Matrix under Level III (See page 180).

Opportunities:

- Dietetics, Clinical (Therapeutic)
  - Hospitals, Clinics, Board and Care Institutions
  - Consulting
- Dietetics, Foodservice Systems (Management and Administration)
  - Hospitals - federal, state, local, convalescent
  - School Foodservice
  - Colleges and Universities
  - Restaurants, Cafeterias and Coffee Shops
  - Hotels, Motels and Resorts
  - Airlines, Steamships, Railroads
  - Business and Industrial Companies
  - Department Stores
  - Retirement Homes
  - Penal Institutions
- Community Nutrition
  - State, county and city education and health departments
  - Federal agencies in the U.S. and abroad e.g. VISTA, WIC, Peace Corps, WHO
- Mass Media
  - Magazines, newspapers, radio, television
- Culinary Arts
  - Sommelier
  - Master Chef
- Food Science and Technology
  - Business and Industry
  - Food and equipment manufacturers, public utility companies, grocery chains, advertising agencies
  - Test Kitchens
  - Recipe Testing and Development
  - Product Development
  - Quality Assurance
  - Sales Promotion
  - Sales Representative

  - Food Broker
  - Advertising Specialist
  - Food Stylist
  - Consultant
  - Importer/Exporter
  - Public Relations
  - Food Editor or Writer for newspapers, magazines or broadcasting
  - Food Styling and Photography
  - Public Relations Representative for food or equipment company
  - Consumer Education
  - Research
- Education
  - K through 12, ROC/Ps
  - Community Colleges and four-year colleges and universities
  - Undergraduate, graduate programs
  - Extension
  - Adult Education
  - Medical Centers - hospitals and clinics
  - Health and Welfare Agencies
  - Commercial Companies - food, products and equipment
- Research
  - Colleges and Universities
  - Federal Agencies - agriculture, education, health and welfare
  - Hospitals
  - Business and Industry

Note: Refer to the *Dictionary of Occupational Titles* (DOT) or your campus career information center for additonal job titles and information

Future Outlook

Future trends and labor predictions indicate that individuals with education and training in Nutrition, Foods and Hospitality will have a wide range of career opportunities through the 1990s. With over 60% of women now in the work force, Americans are currently spending 50% of their disposable food budgets in restaurants or for meals prepared outside of the home. This is a trend the National Restaurant Association (NRA) expects to continue. Americans are living longer and the public is becoming increasingly aware of the importance of a culturally healthful diet and concerned with good health and wellness. The population continues to become more culturally and age diverse. Growing numbers of elderly persons increase the need for special care and special diets. As health costs soar, the private and public sector are looking for preventive means to ensure health and wellness. This growing interest points to an increased need for professionals in this area.

As with all segments of the service industry, the hospitality field is ever changing in its needs for trained, customer service oriented employees. The wide range of career opportunities in service and management are almost limitless with transferable skills to many related fields. Lodging, travel, catering, event planning and recreation attractions are only a small group of career possibilities with many subgroups for each area that are available in the Hospitality industry.

Future positions cover a wide scope from the health care setting to business and industry. Education and training for such positions, by necessity, will be dictated by the level of expertise required. Professionals need to be versatile. Future positions will be multi-dimensional often calling for job sharing, cross training and familiarity with cultural variations and languages.

Future jobs for fitness instructors, certified physical trainers, nutrition, food and weight management professionals and wellness counselors will increase. Basic nutrition, food preparation, sanitation and other classes will be a core component of these jobs. Individuals with Nutrition, Foods and Hospitality skills will be qualified to provide valid and accurate information.

Food Manufacturing is the third largest industry in the U.S. Education in Food Science leads individuals to high paying jobs in a growing industry. The long term trend is toward consumption of more highly processed foods. Federal programs such as HACCP (Hazard Analysis Critical Control Point) will require more people trained in quality assurance. As the industry becomes more automated more jobs will open for individuals trained at the technician level and for individuals who transfer to 4-year programs.

The Nutrition, Foods and Hospitality industry continues to grow and offer job opportunities to individuals trained in these areas. In an ever changing fast paced environment, it will be critical that graduates are flexible and that their skills are easily adaptable to multi-tasking and cross-training. Diverse knowledge of language and cultures is an important facet of preparation to meet this need.

The Labor Market Information (LMI) data on current employment opportunities by county should be utilized as a resource for projecting current and emerging jobs and placement potential. This data is available at each California community college.

CURRICULUM: PROGRAMS AND COURSES

The Nutrition, Foods and Hospitality curriculum is designed to provide economic and career development programs in foods, culinary arts, foodservice, lodging, travel and tourism, nutrition, wellness and health. Selected courses within the curriculum meet requirements for entry level employment, certification, AA degrees and provide part of the undergraduate requirements for students who wish to transfer to a four-year college or university for an advanced degree. Courses also provide students with lifelong learning knowledge and consumer skills. Departmental designation and unit value may vary among institutions.

Programs

Nutrition, Foods and Hospitality include the following programs: Culinary Arts, Restaurant and Foodservice Management, Dietetic Service Supervision, Dietetic Technician, Pre-Dietetics, Chef and Institutional Cook, Catering, Nutrition Education, Health and Wellness, Food and Equipment Demonstration and Food Science.

Course Classifications

TOP Classification: The TOP (Taxonomy of Programs) Code classifications for Nutrition, Foods and Hospitality are:

1306.00	Nutrition and Food Principles and techniques of food preparation, food management, food production services and related technologies, and the fundamentals of nutrition and nutrition care affecting human growth and health maintenance.
1306.10	Restaurant and Foodservice Management
1306.20	Dietetics
1306.30	Culinary Arts (Chef, Catering, Food Server)
1306.40	Nutrition, Health and Fitness
1306.50	Food and Equipment Demonstration
1307.00	Hospitality Organization and administration of hospitality services, management and training of personnel, including hotel/motel management.

Recommended changes to the Nutrition and Food and the Hospitality TOP Codes are to change title from Nutrition and Food to Nutrition and Foods. Add:

1306.60	Food Science
1307.10	Hotel Management
1307.20	Travel and Tourism

Vocational: Courses included in the Nutrition, Foods and Hospitality program are considered to be vocational and occupational.

Transfer: Transfer courses have a course content that is either currently articulated as an equivalent course at a four-year or transfer institution or perceived to be a potential equivalent course.

The following courses have been identified with the University of California and the California State University system and have been granted a California Articulation number (CAN).

CAN H EC	2	Nutrition
CAN H EC	8	Principles of Foods
CAN H EC	16	Life Management

It is recommended that the CAN System consider adding Introduction to Hospitality and Sanitation and Safety to the CAN listing.

Lifelong Learning, Continuing and Adult Education: Courses within the Nutrition, Foods and Hospitality program provide knowledge and skills which enhance the quality of life and develop better consumerism in students. Continuing education hours are currently required by a number of professions for registration/certification requirements. These courses provide professionals with continual updating of techniques, skills and knowledge to stay abreast of a rapidly changing workplace.

Community colleges also have the opportunity to offer non-credit adult education courses within this subject area. The purpose, content and class hours should be determined by the local community needs.

Levels: There are three levels for the Nutrition, Foods and Hospitality program. These levels were explained in the *Career Opportunities* section. Courses for each level are indicated on the *Nutrition, Foods and Hospitality Programs and Courses Matrix*, page 180.

Electives: Courses listed under a program different from what students are following could be used as elective courses within their program. Electives are recommended courses from which students might select to complement their study for a degree or certificate.

Work Experience: Occupational majors benefit from having actual "on-the-job" experiences within their subject area. Students are encouraged to participate in the field in order to gain a deeper understanding of the relationships between classroom theory and practical application. These may include: apprenticeship, internship, externship.

Supervised Practice: Dietetic programs approved or accredited by the American Dietetic Association or California State Department of Health Services are required to have a specific number of hours of supervised clinical laboratory field experience.

General Education: California community colleges' philosophy supports the belief that in granting an associate degree, the college certifies that the recipient has acquired a level of competency in a specific course of study and a competency in a broad general knowledge of the physical world and its inhabitants, the achievements of humankind and a clear and logical manner of thinking and analytical and communication skills. Each college specifies its own general education requirements with the intent to encourage each graduate to attain this knowledge in a manner consistent with the graduate's interests and goals. Transfer students may be encouraged to have the general education courses certified by the community college.

The core *Nutrition* course currently satisfies a General Education requirement for the Associate in Arts/Science degree at a number of California community colleges and for certification and transfer to four-year institutions. On some campuses the course satisfies the science requirement while at others it has been accepted under lifelong understanding and self-development. Food Science may also meet a college's general education science requirement. Cultural and ethnic courses within Nutrition, Foods and Hospitality may satisfy the cultural diversity requirement in General Education packages.

Interdisciplinary: Within the Nutrition, Foods and Hospitality programs, interdisciplinary courses will be those academic articulated credit courses designed to complement and support a major education/industry discipline. Due to the scope of the subject matter, courses in Science, Psychology, Communications, Ethnic Studies, Health, Math, Physical Education, Business, Business Law and Computer Science and Applications will become a part of either certificate, AA/AS degrees, or degrees in higher education. Within the Family and Consumer Sciences discipline, courses in Life Management and Human Development should also be completed.

Courses which can be linked to other disciplines or lend themselves to team teaching situations are: Nutrition (Science, Health), Gerontological Nutrition and Food Practices (Sociology), Cultural Foods (Sociology, Cultural Anthropology, Ethnic Studies), Culinary Arts (Business and Ethnic Studies) and Nutrition and Wellness (Physical Education and Health). Content delivery will be enhanced through innovative partnerships including grant writing, resource sharing and participation in advisory committees. Computer applications and technology, communications and math skills need to be incorporated into each of these. Family and Consumer Sciences programs and colleges have developed strong interdisciplinary ties.

Curriculum Integration and Implementation

To utilize this *Family and Consumer Sciences Program Plan*, faculty need to take the *Curriculum: Programs and Courses* and the *Course Description and Core Components* sections and personalize them to their college and community. In the development of the course content, the topical outline, measurable objectives, evaluation methods and assignments for the course, certain national educational issues must be addressed. Some of these issues relate to federal legislation, others closely affect the delivery of education. Family and Consumer Sciences courses and programs encompassing these issues will be positioned to stay in the forefront of educational reform.

SCANS: Published by the U.S. Department of Labor, the *Secretary's Commission on Achieving Necessary Skills* (SCANS) Report was the result of one and one-half years of interviews with business, industry and labor.

This federally commissioned study identified five "competencies" of generalized abilities required to work and function successfully in the workplace of today and the foreseeable future. Effective workers must be able to productively use *resources, interpersonal skills, information, systems* and *technology*. In addition foundation skills are needed which include *basic skills* focusing on the ability to read, write, speak, listen and perform computations; *thinking skills* including creative thinking, decision making, problem solving, seeing things in the mind's eye, knowing how to learn and reason and *personal qualities* that help students take responsibility for their own behavior and work constructively in group situations.

As classes are developed by faculty, curriculum must be planned to include learning and assignments which implement these SCANS skills and evaluation systems which will measure the students success/mastery of them. The Life Management course includes many of the SCANS skills. By including this course in every program, a college can facilitate the development of these competencies in their students.

All Aspects of the Industry: Students must have a broad view of the industry in which they will work. The Carl Perkins Vocational and Applied Technology Education Act (VATEA, P.L. 101-392, 1990) states that curriculum should reflect "all aspects of the industry" including planning, management, finances, technical and production skills, underlying principles of technology, labor and community issues, health and safety and environmental issues related to that industry.

Integrated Academics: VATEA guidelines clearly identify the need to have an educational curriculum which integrates academic and vocational experiences. Many Tech Prep projects within California have developed courses and programs which implement this process. No singular method has been prescribed as being the model for integrated academics, allowing for the flexibility of the college and educational program to develop their own model. Examples of how integration can be achieved include: paired teaching of academic and vocational courses, team teaching a singular course which combines the acquisition of vocational and academic competencies, certifying a vocational course as to its content and competencies meeting the academic criteria, learning communities and honors programs.

As courses and assignments are developed, Nutrition, Foods and Hospitality faculty should work closely with the academic faculty to be creative in addressing the learning of the traditional "general education" competencies within the vocational programs.

Work Based Learning: The School to Work Opportunities Act of 1994 (California uses the term School to Career) encourages all states to develop systems that help students transition from school to the workplace. Educational systems must ensure that students are prepared with the skills and knowledge that allow them to enter a career. To do this, the following components need to be at the basis of an educational frame:

- An integration of work based learning and school based learning;
- A coherent sequence of courses that prepares a student for a first job, typically including one or two years of post secondary education, a high school diploma, a skill certificate or post secondary certificate or diploma;
- A program incorporating work based learning, school based learning and connecting activities.

Educational programs can provide work based learning through such methods as cooperative work experience, internships, field work placement, job shadowing and mentoring. Faculty also have the opportunity to experience work based learning through grants which allow their return to a work site for a limited period of time.

Articulation/Communication: This *Family and Consumer Sciences Program Plan* includes an Articulation section which identifies the importance of creating the "seamless" curriculum which allows students to progress through California's educational system. An overriding goal of articulation has been to eliminate duplication of learnings from course to course, level to level and among and between educational segments. As Tech-Prep programs and 2+2 agreements expand, it is critical that Nutrition, Foods and Hospitality courses clearly state competency outcomes for students.

Community college Nutrition, Foods and Hospitality programs should follow the articulation guidelines identified in this *Program Plan* and develop closer links with the other educational systems in their area. Only through the continued effort of all faculty to work collaboratively with those from other educational institutions and systems can articulation be developed, expanded and made to benefit the student in their progress toward an educational goal.

One educational trend gaining in importance is "distance learning." There are many modalities of this, the most common being the transmission of course sessions through a television program. This and other methods allow for students to learn at time schedules which meet their needs. As distance learning is not limited by traditional geographical boundaries, articulation becomes more important extending beyond the immediate institutions in a college community.

Communication is a key component to successful articulation. Community college faculty should utilize the technological advances in communication systems. Modems and fax machines make electronic mail (e-mail) and electronic bulletin boards an efficient and cost effective means of communication.

Now that California Community Colleges' electronic messaging systems such as Infonet and CAVIX have internet connectivity, the barriers to electronic communication are being eliminated. With the emergence of the World Wide Web, access to the internet is now "user friendly." Yet, the effectiveness of 3-mail is dependent upon the entire profession utilizing it. Inservice training should be available for community college faculty unfamiliar with communicating electronically so that they can experience the thrill of accessing an astonishing array of world-wide resources via the internet.

Regionalization: With resources becoming scarce and some of the Nutrition, Foods and Hospitality programs having limited enrollment, regionalization or having identical programs within neighboring educational institutions allows for students to move from college to college without duplication of education. Articulation and collaboration among participating institutions is paramount to its success. Regionalization also allows for the pooling of "resources" both in staffing and physical equipment. A California Community College Chancellor's Office special project provided funding allowing six California community college districts to develop a regional curriculum and do collaborative scheduling. This model is being expanded to include two four year institutions to allow for transfer and completion of the four year degree. See the Interior Design/Merchandising section of this *Program Plan* for additional details.

Equal Access and Learning Success: Nutrition, Foods and Hospitality programs must focus on recruitment of students and ensure that equal access is provided to all. This includes but is not limited to students who are underrepresented such as academically and economically disadvantaged, limited English proficient, culturally diverse, disabled and students in gender imbalanced programs. Faculty must ensure that bias in instruction and instructional materials has been avoided and that all students have the opportunity to succeed.

Faculty need to work cooperatively with college student support programs/services. These include GAIN, JTPA, EOPS, CARE, Reentry Centers and LEP. Inservice training is critical to allow faculty to learn strategies which complement individual student success in learning. Collaborative assignments, multimedia presentations, self paced learning, module learning are just a few of teaching modalities which are important in today's classroom. Recruitment and marketing materials should also address these issues.

Tourism

Travel and tourism is a significant source of jobs in California. Spending by tourists and business travelers was $54 billion in 1991, generating an estimated 730,000 jobs.

Tourism is not an industry group like electronics and aerospace, but an activity that benefits businesses throughout the economy. Travel arrangements, lodging and transportation account for only 40 percent of total travel spending.

Nearly half of travel spending went to the retail trade sector. This spending generated 260,000 jobs in restaurants and other eating and drinking places and 120,000 jobs in retail stores. Spending by travelers on recreation generated a further 100,000 jobs in a wide variety of businesses, ranging from theme parks in the state's major tourist areas to fishing outfitters and marinas in the state's rural counties.

California industry grew rapidly in the 1980s. Between 1981 and 1991, constant dollar travel spending grew by 45 percent and travel-generated jobs increased by half.

Manufacturing

Food processing is of major importance, providing 180,000 jobs. About one third of these jobs are in bakeries, dairies and other businesses serving the California population, but most of the remainder form part of California's economics base by processing California agricultural products for sale in other states and other countries.

Source: California State Plan for Carl D. Perkins Vocational and Applied Technology Education Act Funds: 1994-96

NUTRITION, FOODS AND HOSPITALITY PROGRAMS AND COURSES MATRIX
(FOR ADVISING AND COUNSELING)

COURSES	LEVELS*				PROGRAMS**										
	IA	IB	II	III	1	2	3	4	5	6	7	8	9	10	11
Advanced Nutrition Care			X				X	X							
Baking and Pastry		X	X		X			X	X	X					
Basic Nutrition			X	X											
Children's Nutrition		X	X											X	
Contemporary Issues in Nutrition and Foods	X	X	X			X	X	X				X		X	
Cultural and Ethnic Food		X	X	X	X		X	X	X	X		X	X	X	
Dietetic Education			X			X	X								
Dining Room Services	X	X			X					X	X				
Food and Beverage Purchasing and Control		X	X		X				X	X					
Food Production Management		X	X		X	X	X		X	X					
Food Science			X	X											X
Foodservice Marketing			X		X			X		X	X				
Foodservice Resource Management		X	X		X	X	X		X	X					
Foodservice Sanitation and Safety	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Foodservice Supervision		X	X		X	X			X	X					
Garde-Manger and Buffet Catering		X	X		X				X	X			X		
Gerontological Nutrition & Food Practices			X			X	X	X						X	
Introduction to Nutrition, Foods and Hospitality Careers	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Legal Aspects of the Hospitality Industry			X	X	X				X	X					
Life Management	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Meal Management		X	X	X				X						X	
Menu Planning		X	X		X	X	X	X	X	X					
Modified Diets		X	X				X								
Nutrition	X	X	X	X	X	X	X	X				X		X	X
Nutrition and Fitness	X	X		X								X			
Nutrition and Weight Management	X	X										X		X	
Nutrition Delivery Systems		X	X		X	X									
Nutrition Education for the Professional			X		X	X	X							X	
Nutrition for Foodservice Professionals		X	X		X				X	X	X		X		
Nutrition Laboratory		X	X									X		X	
Principles of Foods	X	X	X	X	X	X	X	X	X	X	X		X	X	X
Quantity Food Preparation	X	X	X	X	X	X	X	X	X	X	X				
Supervised Practice (Clinical Laboratory)			X			X	X	X				X			
Work Experience		X	X		X	X	X	X	X	X	X	X	X	X	X

*LEVELS:

IA Entry: Immediate Employment
IB Entry: Occupational Certificates
II Technical: AA/AS Degrees
III Professional: BA/BS Degrees or Technical Degrees

** PROGRAMS:

Courses required may vary depending on student occupational objectives. Department designation and unit value may vary among institutions.

1. Restaurant and Foodservice Management
2. Dietetic Service Supervision
3. Dietetic Technician
4. Pre-Dietetics
5. Chef and Culinary Arts
6. Catering
7. Food Server
8. Nutrition, Health and Fitness
9. Food and Equipment Demonstration
10. Nutrition and Food
11. Food Science

COURSE DESCRIPTION AND CORE COMPONENTS

Course descriptions and core components delineate the content of the courses identified in the *Programs and Courses Matrix* (See page 180). In acknowledgment of the depth and breadth of expertise in the area of Nutrition, Foods and Hospitality, the implementation of these collaborative approaches is intended to enhance existing courses rather than supplement them. Core components may reflect individual instructors' and institutional needs.

ADVANCED NUTRITION CARE

Application of the principles of nutrition care planning to interventions in the health care setting. Individualize menus and counsel clients according to their nutritional needs.

Core Components

- Nutritional interventions
    - children
    - pregnancy
    - lactation
    - adolescents
    - adults
    - seniors
- Instructional materials
- Computer support

BAKING AND PASTRY

Baking and pastry theory and techniques designed for advanced and commercial application. Emphasis is placed on high quality ingredients, safety, sanitation principles and gourmet specialties, for commercial use.

Core Components

Baking ingredients, quality, selection and measurement
Properties of ingredients
Calculating formulas
Quality products analysis
Errors in production analysis
Production of high quality products
    production techniques
    presentation techniques
    bake shop equipment
    sanitation
    commercial business operation
Marketing of product

BASIC NUTRITION

Fundamental aspects of nutrition for the individual or the family. Basic concepts of normal nutrition, good health, quality of food supply, consumer aspects of nutrition, diets and weight control, health food controversies and environmental food problems.

Core Components

Essential nutrients, their functions and food sources
Food labeling
Evaluating diet quality
Nutrient needs at various stages of the life cycle
Cultural food patterns
Issues in food safety
Nutrition concerns with substance abuse
Computer support of diet analysis
Dietary guidelines and current recommendations

CHILDREN'S NUTRITION

Nutrition issues relating to the basic nutritional needs of children from the prenatal period through adolescence and integration with the overall developmental goals for children. Emphasis on meal planning for various age groups and the cultural and economic diversity in child care facilities.

Core Components

- Functions of the essential nutrients
- Food sources
- Nutrition principles from prenatal through adolescence
- Nutrition education for parents and children
- Cultural food patterns
- Local, state, federal laws and regulations for child care facilities
- Food safety and sanitation
- Standards for child care foodservice
- Public policy
- Guidelines for nutrition programs
- Developmental perspectives
- Food experiences for children

CONTEMPORARY ISSUES IN NUTRITION AND FOODS

Identifies contemporary health issues. Emphasis on modification of dietary selections and practices based on current knowledge of nutrition.

Core components

- Nutritional issues of cardiovascular disease, obesity, diabetes, malnutrition, eating disorders
- Food preparation techniques to reduce fat, cholesterol, sodium, sugar
- Methods of increasing fiber
- Environmental issues such as pesticides and irradiation
- Vegetarian diets
- Light cuisine to reduce caloric intake
- Modification of current diet selections
- Correcting nutrition misinformation
- Computer evaluation of diet and body composition
- Body composition analysis

CULTURAL AND ETHNIC FOOD

Regional, ethnic, cultural, religious, historical and social influences on food patterns and cuisines. Experience with food from many cultures.

Core Components

- Regional, ethnic, cultural, religious, historical and social influences
- Traditional foods of selected cultures
- Geographic basis
- Food safety
- Commercial and professional applications

DIETETIC EDUCATION

Overview of the profession of dietetics and the role of the dietetic technician and dietetic service supervisor. Application of the principles of nutrition education to community groups.

Core Components

Nutrition education for community groups
Resource development
Ethnic, cultural and religious influences on food
Professional standards of practice
History of dietetics
Professional code of Ethics
Professional organizations
Certification

DINING ROOM SERVICES

Orientation and training to the vital importance of customer services, interpersonal relations and communications for dining room/front of the house staff and the successful acceptance of the business enterprise. Explores the working relationship and interactive skills between dining room staff and the importance of functioning as a team.

Core Components

Service attitude – the customer as "guest"
Interpersonal skills and relations with:
    Customers, co-workers, management
Developing team concepts
Empowering of dining room services staff
Preparation, placement and coordination of guest orders for timely delivery and presentation
Sanitation and personal hygiene
Menu terminology and descriptions
Communication skills and conflict resolution
Cash handling and accounting procedures, calculating menu costs
Physical inventory, needs and record keeping
Marketing
Computer skills

FOOD AND BEVERAGE PURCHASING AND CONTROL

Techniques for purchasing food, beverages and supplies used in hotels and restaurants.

Core Components

Ethical practices
Quality specifications
Purchasing methods
Receiving and storage practices
Computer usage
Cost and inventory control
Safety and sanitation
Payment practices
Security systems
Integration with other professionals

FOOD PRODUCTION MANAGEMENT

Organization and management of foodservice operations, occupational levels and responsibilities. Quantity food preparation with emphasis on food production management and effective management of time and equipment.

Core Components

Ethical practices
Responsibilities of food production manager
Management process:
    planning, organizing, communicating, decision-making
Computer usage
Production scheduling
Forecasting
Handling emergencies
Ordering
Coordination of foodservice systems
Menu writing and costing
Portion control
Operational layout of equipment and facilities
Principles of sanitation

FOOD SCIENCE

Exploration of food processing and how it affects the color flavor, texture, aroma and nutritive quality of the foods we eat. Commercial and home methods of food preservation are compared and contrasted. Additional topics include government regulation of processing and labeling as well as related laboratory experiences.

Core Components

Sensory evaluation
Scientific method
Water
Ph and acidity
Thermal processing (canning)
Freezing
Nutritional labeling
Packaging
Dispersion systems: solutions, colloidal suspensions and suspensions
Enzyme reactions
Dehydration and rehydration
Food additives
Dairy products
Starch

FOODSERVICE MARKETING

Information systems and marketing research methods to assist foodservice operations in planning. Discussion of hospitality consumers and their behavior. Advertising, promotion, group sales strategies, menu design.

Core Components

Marketing strategies
Feasibility studies
Market segmentation
Trends in consumer behavior
Promotional media
Menu design

FOODSERVICE RESOURCE MANAGEMENT

Principles of management of resources in foodservice including selection, evaluation and training of personnel; financial statements, cash and budget control.

Core Components

Responsibilities of the supervisor
Goals, objectives and budgets of various operations
Personnel recruitment, selection and management
Management functions and theories
Cost-control components and budget guidelines
Computer usage
Professional associations
Employee training and evaluations
Techniques of communication and effective listening
Sensitivity to diverse populations
Concept of authority and leadership
Theory of motivation
Job descriptions using performance standards
Employee discipline and documentation

FOODSERVICE SANITATION AND SAFETY

Basic concepts of personal and institutional sanitation and application to food preparation, storage, service; prevention of food contamination; dish washing and housekeeping materials and procedures; garbage and refuse disposal; pest control; OSHA regulations; safety procedures and programs; fire prevention and control; concepts of safety and sanitation related to the selection, layout and use of equipment.

Core Components

Personal hygiene
Potentially hazardous foods
Food borne illness: types, causes and prevention
Cleaning and sanitizing agents
Regulations, public health laws and inspection procedures
Accident prevention
First aid
Fire safety
Pest control
Safe food handling techniques
Characteristic growth habits and control of bacteria, molds, viruses and yeast
Temperature control of food supplies
Contamination of food by physical or chemical means
Safety principles of receiving and storage
Sanitary facility and equipment design
Proper use and cleaning of equipment
HACCP (Hazard Analysis Critical Control Point)
Sanitation certification

FOODSERVICE SUPERVISION

Assist employees and employers in understanding human behavior in social institutions, business and industry, including leadership, responsibility, communication, status, decision making, motivation, personnel problems.

Core Components

Review principles of sanitation and safety
Leadership qualities and theories
Motivation
Productivity
Delegation
Discipline
Communications

- giving instructions
  - constructive criticism
- Orientation and training
- Employee evaluation
- Multicultural implications
- Assertiveness
- Responsibility
- Work assignment: scheduling and job rotation

GARDE-MANGER AND BUFFET CATERING

Decorative techniques in garde-manger work employing a diversity of food products. Includes buffet presentations, centerpieces and culinary showpieces, techniques of ice carving and sculpture.

Core Components

- Buffet food production
  - canapés
  - hors d'oeuvres
  - molds
  - jellies
  - chaud froids
  - patés
  - marinades
- Catering
- Equipment and tools
- Banquet planning
- Buffet presentation skills
- Portion control and cost control
- Sanitation certification
- Table service
- Quality evaluation

GERONTOLOGICAL NUTRITION AND FOOD PRACTICES

Basic nutrition information of successful senior lifestyles in relationship to diet modification and alternative eating practices.

Core Components

Review of basic nutrition information
Diet modifications
Physiological changes of the aging person
Psychological changes that affect food practices
Limitations that affect food selection and preparation
Potential nutrient deficiencies
Drug/nutrient interactions
Safety and sanitation
Effects of exercise on overall health
Appropriate foods to meet individual needs
Menu planning
Nutrition quackery
Government nutrition programs available
Cultural foods
Sociological implications of aging

INTRODUCTION TO NUTRITION, FOODS AND HOSPITALITY CAREERS

Exploration of the Nutrition, Foods and Hospitality industry including trends, future projection and employment opportunities. Explores all aspects of this multifaceted industry.

Core Components

Career exploration and opportunities – local, regional, national and global
Assessment of self potential and matching with specific jobs
Employability characteristics
Skill standards
Domestic and foreign markets
Job requirements
Certification and licensing
Continuing education requirements
Labor research
Social and economic forces influencing the hospitality industry
Organizational structure

LEGAL ASPECTS OF THE HOSPITALITY INDUSTRY

Laws as they relate to the hospitality industry. An overview, which includes legal aspects of management, employment and guest issues. The goal of this course is to train managers to anticipate possible legal problems, to deal with them and to prevent their recurrence.

Core Components

- History of contemporary law
- Legal research and the trail procedure
- Licensing and regulation
- Relationship between guest and patron
- Rights of the hotel keeper and restaurateur
- Liabilities and rights
  - civil rights as they impact hotels, restaurants and other service industries
  - responsibility for guests' loss of property
  - obligation for guests' safety
  - Americans with Disabilities Act
- Emerging areas of concern for the hospitality industry

LIFE MANAGEMENT

Changing conditions in society which influence life management, including family structure, diversity, values conflicts, multiple roles, the global economy and technology. The approach will include application of values clarification, the decision-making process and systems theory (CAN H EC 16).

Core Components

- Values, goals and standards
- Ethics
- Resource identification and allocation
- Self esteem
- Motivation/procrastination
- Conflict resolution
- Communication
- Time and energy management
- Delegation
- Work simplification
- Impact of home based businesses
- Managing environmental resources
- Career opportunities in Life Management

MEAL MANAGEMENT

Principles of meal planning and the scientific and aesthetic principles of food selection and preparation. Includes equipment usage, food preparation methods, meal planning, the serving of food, as well as effective management of time, energy and money.

Core Components

New techniques, equipment and material in food preparation
Time scheduling in planning meals
Nutritional modifications of recipes
New product use
Budgeting for food preparation
Cultural awareness
Computer usage in menu planning

MENU PLANNING

Principles of menu planning for a variety of foodservices. Emphasis on development, types and uses, the organization and significance of the menu, cost and pricing of menu items.

Core Components

Menu development
    appearance
    format
    promotion
    coordination of equipment and personnel
Quality standards
Selling price
Nutritional considerations of food choices
Safety and storage
Computer applications
Menu as a management technique

MODIFIED DIETS

Basic principles of therapeutic nutrition. Emphasis on diet rationale and modifications for patient's condition.

Core Components

Pathology as basis of disease
Abnormal physical conditions
Planning therapeutic diets
Rationale for diet modifications
Charting
Patient interviews
Nutrition assessment
Patient care planning
Nutrient data bases/computer applications
Cultural food patterns

NUTRITION

Scientific concepts of nutrition relating to the functioning of nutrients in the basic life processes. Emphasis on individual needs, food sources of nutrients, current nutritional issues and nutrition analysis (CAN H EC 2).

Core Components

Functions of nutrients and related food groups
Dietary guidelines and current recommendations
Major nutrient classifications
Digestion, absorption, cell metabolism and energy
Energy balance, basal metabolism, physical activity
Nutrition and wellness
Dietary planning for weight management and eating disorders
Critical evaluation of various "fad" diets
Special dietary considerations
Pregnancy and lactation
Changing dietary needs throughout the lifespan
Scientific method to analyze and evaluate nutrition information
Nutrition information: computerized analysis and evaluation
Hereditary influences on health requiring dietary changes
Food safety and nutrient preservation
Nutrition misinformation
Computer diet analysis

NUTRITION AND FITNESS

Designed for the physically active person interested in the role of nutrition to increase energy and enhance performance. Nutrient needs before, during and after exercise evaluated for effect on optimal health. Methods of determining body composition.

Core Components

Prevention/wellness
Body composition and analysis
Nutrient needs
Energy nutrients
Carbohydrate loading to maximize glycogen stores
Weight management
Substance abuse
Supplements/herbs/vitamins
Heat and hydration
Maximizing performance
Exercise physiology
Fitness throughout the life cycle
Cardiovascular fitness
Computer applications with food intake, body composition and exercise
Stress Management
Ergogenic aids
Eating disorders
Body composition analysis

NUTRITION AND WEIGHT MANAGEMENT

Principles of nutrition as they relate to weight management. Evaluation of weight control methods and investigation of basic nutritional needs, current research, fad diets and possible intervention including exercise and behavior modification techniques. Understanding of eating disorders, including compulsive overeating, anorexia nervosa and bulimia.

Core Components

Diet evaluation based on
    nutritional adequacy
    long term effects
Health problems of
    underweight
    overweight
    obesity

- Facts and fads of nutritional interventions
- Exercise and weight management and effective intervention techniques
- Behavior modification and other possible interventions
- Somato typing
- Body composition analysis
- Eating disorders
  - diagnostic criteria
  - psychological, sociological and nutritional considerations
  - appropriate treatment approaches
- Computer applications

NUTRITION DELIVERY SYSTEMS

Introduction to nutrition delivery systems and institutional menu modification for various age groups and illnesses. State and federal guidelines for foodservice.

Core Components

- Facilities
  - function
  - costs
  - licensing
  - certification
- Facility organization components
- Legal standards and regulations
- Charting
- Members and roles of health care teams
- Service of institutional menus for schools and health care facilities
- Budget/cost analysis
- Computer applications

NUTRITION EDUCATION FOR THE PROFESSIONAL

Provides nutrition information and educational strategies for pre-school and K-12 educators, health educators, home care and child care providers and fitness instructors. Includes information on current nutrition controversies, application for educators, development of a resource package and identification of nutrition support agencies.

Core components

- Overview of basic nutrition
- Current nutrition issues and evaluation of information
- Lifespan nutritional needs and individual application
- Role of nutrition in public health
- Identification of nutrition education resources
- Application of nutrition education strategies in the classroom or the community
- Development of resource materials
- Cultural diversity
- Computer applications

NUTRITION FOR FOODSERVICE PROFESSIONALS

Practical approach to the study of nutrition for foodservice professionals. Includes elements of normal nutrition and common modified diets. Emphasis placed on recipe adaptation and menu planning for more healthful menu offerings.

Core Components

- Nutrients - functions, food sources and changes in cooking
- Trends in the diet
- Guideline for improving the diet
- Healthful menu design
- Techniques to reduce fat and salt
- Nutritious menu selections
- Recipe revision to improve nutrition
- Cultural diversity
- Computer applications
- Food guide pyramid
- Standard portion sizes
- "Nutrition Facts" food label
- Principles of weight control, weight loss and weight gain
- Nutrition throughout the life cycle

NUTRITION LABORATORY

Laboratory techniques that relate nutritive value to the function of foods in the human body. Includes effects of digestive juices on proteins, carbohydrates and lipids, litmus tests, tests for skin fold thickness, computer use for dietary changes, dietary analyses for sodium, fiber, cholesterol and polyunsaturated/saturated ratios.

Core Components

Scientific method of investigation
Analysis of personal food intake
Computer diet analysis and other computer applications
Analysis of laboratory tests
Development of individual nutrition experiments
Anthropometric assessment

PRINCIPLES OF FOODS

Basic knowledge of food science principles and food preparation techniques. Emphasis on ingredient interaction, technique and production standards, food safety, sanitation, nutrient values and food presentations (CAN H EC 8).

Core Components

Food science principles
Food preparation terminology and techniques
Standards of product evaluation and quality control
Selection and use of food equipment and utensils
Food storage
Sanitation and safety
Nutrient retention techniques
Labeling and consumer information
Alternative cultural ingredients
Cost analysis

QUANTITY FOOD PREPARATION

Techniques of preparing all categories of food in quantity. Emphasis on recipe standardization, determination of need and procurement of supplies, organization of work stations, effective use of equipment, presentation and sanitation.

Core Components

Quantity food preparation skills
Standards of quality and product evaluation
Ingredient selection including ingredients from other cultures
Cost analysis
Workplace communications and responsibilities
Time management
Teamwork and workplace pride
Presentation skills
Foodservice equipment
Menu planning
Computer applications

SUPERVISED PRACTICE (CLINICAL LABORATORY)

Supervised practice is work experience in a community agency or long term acute care medical facility. Includes rotation through the various job responsibilities. Successful completion of established skills and competencies are required to pass this course. This course meets the accreditation standards of the American Dietetic Association for Clinical Practice (CAADE) or California State Department of Health Services.

Core Components

Attendance at a weekly seminar covering issues affecting the profession. Depending on placement experiences may include:

Planning and implementing Nutrition Education programs
Writing brochures and articles
Food demonstrations
Screening and assessment
Diet modification
Diet instruction
Nutritional analysis

WORK EXPERIENCE

Supervised on-the-job voluntary or paid learning experience involving expanded responsibilities for students employed in a job related to their major (apprenticeship, internship, externship).

Core Components

Practical applications associated with work issues under supervision of Registered Dietitian
On-site experiences with evaluation of performance
Job search
Job experience in foodservice
Job related objectives
Resumé writing
Preparing for the interview
Mentoring/shadowing
Stress management
Cross cultural experiences

PROGRAM DEVELOPMENT AND REVIEW

Professional Standards

Dedicated, enthusiastic and innovative full-time faculty are the major resource of Nutrition, Foods and Hospitality education. They must provide the education and guidance for students and direction of programs to meet the challenge of this fast-paced, changing profession.

Nutrition, Foods and Hospitality faculty must meet hiring requirements (AB 1725) for community colleges as established by the State of California. In addition, it is strongly recommended that faculty have a minimum of two years of current full time work experience directly related to the courses which they teach. It is also recommended faculty be a member of a professional organization directly related to the area in which they teach. Evaluation of faculty should be done on a regular basis, and faculty should be encouraged to participate in staff development and continuing education activities.

Close working relationships between faculty and counselors, placement and other support staff enhance the services to Nutrition, Foods and Hospitality students on campus.

Faculty are encouraged to participate in staff development and continuing education activities of professional organizations in order to remain current in their fields. These include:

- Attending local, state and national conventions, workshops and inservice training in Family and Consumer Sciences or individual disciplines.

- Participating in continuing education courses or programs to maintain current knowledge or skill, or to learn new or related techniques or skills.

Some organizations, e.g. the American Dietetic Association, American Culinary Federation require completion of a minimum number of Continuing Education (C.E.) hours per year to retain registration or certification.

- Retraining, considering the benefits of shadowing within the industry.

Faculty/industry exchanges are encouraged to help link instruction to industry standards and practices. The use of part-time instructors from industry is encouraged in order to keep the curriculum current based on standards developed in AB 1725.

The needs of California's diverse population must be considered in preparation and selection of instructors for these courses and programs. Hiring faculty must follow the California Community College Chancellor's Office guidelines. Requirements of the minimum qualifications for full-time positions in these programs as identified in the Chancellor's Office *Minimum Qualifications for Faculty and Administrators in California Community Colleges* document.

Program Standards

Many of the programs listed in the Nutrition, Foods and Hospitality section relate to organizations which establish curriculum, competencies and accreditation requirements. When designing/developing new programs, these organizations/ agencies should be contacted to ensure curriculum reflects the current requirements. Some of these organizations are:

- American Culinary Federation (ACF) – requires knowledge and competencies for professionals working in Culinary Arts.

- Council on Hotel, Restaurant and Institutional Educators (CHRIE) – maintains a list of qualified programs. New competencies in this area were developed in 1995.

- Institute of Food Technologists – standards of education for the graduates of four-year programs in Food Science. New programs in Food Science should articulate with existing four-year programs.

- Vocational-Technical Education Consortium of States – Food Science duty and task list, performance objectives, performance steps, enabling competencies and related academic skills, instructional activities and instructional resources.

- Commission on the Accreditation and Approval of Dietetic Education (CAADE) – sets standards and accredits all dietetic education.

Accreditation became mandatory for Dietetic Technician Programs in 1988.

- The American School Food Service Association (ASFSA) – provides information on career advancement requirements for Child Nutrition Program (School Food Service) staff.

Evaluation

Colleges and faculty have the obligation to keep programs current and relevant. One tool developed for the Nutrition, Foods and Hospitality courses and programs is the *Family and Consumer Sciences (FCS) Self-Study and Assessment* system. This process allows local colleges to assess program strengths and to target areas for improvement. It may be utilized at the local level as an evaluation tool for program review and development or enriched through validation by a visiting team of objective, outside professionals. The computerized program, available from Diablo Valley College, aligns with the format of this *Program Plan* section. Results can be shared with staff, advisory committee members, governing boards and students to ensure program content validation.

Professional Organizations

Professional and trade organizations provide a valuable resource for program content and currency, student experiences and forming partnerships. A *Directory of Professional and Trade Organizations* is included as a separate section of this *Program Plan*.

Faculty membership and participation in related Nutrition, Foods and Hospitality professional/trade organizations is encouraged. These include:

AAFCS - American Association of Family & Consumer Sciences
AAFCS-CA - American Association of Family & Consumer Sciences - California Affiliate
ACF - American Culinary Federation
ADA - American Dietetic Association
AVA - American Vocational Association
BHE - Business Home Economists, Business Section of AAFCS
CAVE - California Associations of Vocational Educators
CDA - California Dietetic Association
CHRIE - Council on Hotel, Restaurant and Institutional Education
CNC - California Nutrition Council
CRA - California Restaurant Association
DMA - Dietary Managers Association
EFNRA - Educational Foundation of the National Restaurant Association
IFSEA - International Foodservice Executive Association

IFT - Institute of Food Technologists
IHSMA - International Hotel Sales and Marketing Association
NACE - National Association of Catering Executives
NAFEM - National Association of Equipment Manufacturers
NRA - National Restaurant Association
NSFSA - National School Foodservice Association
RWF - Roundtable for Women in Foodservice
SNE - Society of Nutrition Education

Known professional organizations which offer student chapters include:

Organization	Qualifications for Student Membership
ACF	- Chef apprentice in ACF approved program.
ADA/ CDA	- Current enrollment in a dietetic program approved or accredited by the American Dietetic Association.
AAFCS/ CA-FCS	- Enrollment in a Home Economics program.
IFT	- Enrollment in Food Science program.
NACE	- Full-time enrollment in hospitality/hotel management or catering program.
CRA	- Enrollment in Nutrition and Foods program

Advisory Committee

Advisory committees are very important to Nutrition, Foods and Hospitality programs. Advisory committees involve community members, businesses and professionals in developing programs which are based on the real needs of the community and which prepare students for meaningful and productive careers.

Nutrition, Foods and Hospitality advisory committees should draw members from a broad spectrum of professionals to include but not be limited to: professors of Nutrition, Foods and Hospitality from four and two-year institutions, representatives from secondary schools, state and local placement services, industry, professional organizations, California Department of Health Services, administrators of health care organizations and community leaders. Advisory committee membership should also reflect the ethnic and cultural composition of the community.

It is recommended that advisory committees range in size from 12 to 18 members. A large committee, although cumbersome to work with simultaneously, provides enough members for small committee work and overcomes the difficulty of scheduling meetings when some cannot attend. The committee should reflect the diversity of the community and the Nutrition, Foods and Hospitality community.

Equipment and Facilities

Courses in the field of Nutrition, Foods and Hospitality are taught in lecture and discussion, laboratory and work experience modes. Therefore, it is imperative that programs have adequate classroom and laboratory facilities with equipment comparable to that used within industry. Facilities, support services and equipment include:

- Lecture classrooms
- Laboratory classrooms equipped with home-size food preparation equipment
- Laboratory classrooms equipped with commercial, large quantity food production equipment
- Operational college cafeteria
- Computer lab
- Nutrition lab
- Library with print and video support
- Learning resource centers
- Consumer and institutional food markets/suppliers
- Food equipment supply establishments
- Foodservice establishments
- Equipment instruction/user manuals, equipment specifications
- Microcomputers and peripherals
- Microcomputer software
- Laser disc and other current technological equipment

Marketing and Recruitment

Marketing and recruitment of Nutrition, Foods and Hospitality can accomplish the following:

- Describe and illustrate the benefits of Nutrition, Foods and Hospitality to both traditional and non-traditional student populations.
- Promote the contribution of the Nutrition, Foods and Hospitality program to members of the college community and other educational institutions including instructional, counseling and support staff.
- Increase linkages with community agencies, businesses and organizations in order to expand educational opportunities and the employment potential for Nutrition, Foods and Hospitality majors.

Techniques for marketing and recruitment include the following:

- Offering "free sample" presentations to classes and organizations
- Developing and distribution of "Career Briefs"
- Utilizing student success stories

- Producing flyers and newsletters as linkages with community agencies and their clientele
- Initiating outreach with college faculty, counselors, staff, high schools, community agencies and organizations
- Using distance learning and other media
- Creating a home page on Internet
- Utilizing Nutrition, Foods and Hospitality advisory committee as well as advisory committees of other disciplines
- Participating in local and regional forums
- Writing columns for local printed media
- Collecting data to support and validate program.

Placement and Follow-Up

It is the college's responsibility to educate students. That responsibility extends to making certain the education provides job skills necessary in the profession and that transfer courses are articulated with four-year institutions. Approval by accrediting organizations such as ADA and ACF is critical so that graduates are eligible for registration or certification.

Nutrition, Foods and Hospitality faculty should work closely with the placement services available on individual campuses and should utilize every opportunity to publicize their programs so community employers are aware of potential employees. Faculty should also be aware of articulation agreements between their program and other colleges striving to meet the goals identified in this *Program Plan*.

Accountability is important in order to assure that the program is accomplishing its purpose. Job placement data and articulation agreements are two ways to measure results. Questionnaires or surveys also serve this purpose and can be administered to students upon completion of the program or at a specified time after completion. Data covering job placement and relevancy of program can be collected. The Nutrition, Foods and Hospitality instructional staff should cooperate in collecting data for the Statewide Follow-up System. Reports summarizing student and employer follow-up responses are available at each California community college. Employer surveys can assess the relevance of curriculum to job performance skills.

Maintaining contact with former students is difficult but necessary for accountability. Many colleges have alumni groups which are a useful resource for tracking former students and for promoting programs.

Interior
Design/
Merchandising

Nutrition,
Foods and
Hospitality

CCC
Family and
Consumer
Sciences

Fashion

Lifespan
(Child
Development,
Family Studies,
Gerontology)

Life
Management

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ARTICULATION
DESIGN FOR SUCCESSFUL TRANSITION

DEFINITION OF ARTICULATION

Articulation is the collaboration through which the providers of education define and delineate roles, responsibilities, relationships and interrelationships for each level of instruction, programs and services for the institution and for students. The agencies involved in articulation may include, but are not limited to, secondary schools, regional occupational centers/programs (ROC/Ps), community colleges, colleges and universities, private colleges and universities, business and industry and community based educational agencies.

Articulation may occur among programs as well as between specific courses and services. Program articulation identifies the courses and the sequence of courses which enable students to achieve their educational goals. Course articulation is the development of agreements between two institutions to accept courses completed at a sending institution as meeting specific course requirements at a receiving institution.

RATIONALE

Successful transition from level to level is vital to the realization of goals, transition, retention and future education of students in California.

Factors which support the need for articulation include:

- Growing number of students who complete secondary requirements and continue with advanced education at either community colleges or four-year colleges and universities including advanced placement and college credit for secondary course work.
- Growing number of students who enter the community college system prior to transferring to the four-year colleges and universities.
- Growing number of individuals who seek to reenter the educational system.
- Complexity of the system for students who transition from one segment to another.
- Increased demands on available financial resources at all levels.

- Legislative mandates for increased accountability at all levels of the educational system.

- Changing conditions in the national economy and specifically California's economic and societal conditions, which have resulted in greater emphasis and demand for occupational training.

- Mobility of individuals and families.

- New and emerging occupations resulting from increased technology.

- Recognition of community based educational agencies.

- Regionalization of curriculum.

- Shared intersegmental resources.

A system which overcomes barriers and strategically garners the resources of collaboration is of benefit to everyone involved.

GOALS

In order to provide the most effective articulation process for students, the following goals should be established:

General Goal:

- Assist students in the achievement of their Family and Consumer Sciences educational goals by improving articulation between the secondary program, including ROC/Ps and adult education, community colleges, four-year colleges and universities, private colleges and universities, business and industry and community based educational agencies.

Specific Goals:

- Simplify the transfer process between educational levels, enabling students to make a transition in an organized and sequential manner without duplication from course to course, program to program, level to level and among and between segments.

- Advise students into courses appropriate to their level of competency, educational career goal and learning style.

- Encourage and assist students to pursue post secondary educational and/or advanced occupational training opportunities.

- Provide students with training which matches current and projected needs of the job market.
- Assess the progress of students through the systems to better evaluate the effectiveness of the articulation process.

RESPONSIBILITY FOR ARTICULATION

To accomplish the goals, articulation must be future oriented, organized, consistent and documented. The following actively support and facilitate articulation.

- The Intersegmental Coordinating Council serves to facilitate the transfer of students among the segments of secondary and post secondary education in California and to resolve broad issues related to articulation. Contact: 560 "J" Street, Room 390, Sacramento, CA 95814. Telephone: (916) 324-8593.
- Representatives of the California Department of Education; the Chancellor's Office, California Community Colleges; California State University System; University of California System and Private Colleges and Universities meet formally and informally to work on issues relating to transfer or acceptance of courses. Funds for articulation model projects have been administered through these groups.
- The American Association of Family and Consumer Sciences - California Affiliate (AAFCS-CA) sponsors the Articulation Liaison Committee for Family and Consumer Sciences and includes it as a standing committee. Members represent segments of education involved in 2+2+2 articulation (high school, ROC/P, adult school to community college to four-year college and university). The Liaison Committee reviews and recommends policy related to Family and Consumer Sciences articulation issues and potential CAN courses, provides a forum for discussion of articulation concerns and serves as a vehicle for promotion. Terms of committee members are staggered to provide for continuity.
- The Carl D. Perkins VATEA authorizes and provides supplemental funding for programs to support the development and operation of four-year programs (high school/post secondary). "These programs are envisioned as combining non-traditional school-to-work technical education programs using state-of-the-art equipment and appropriate technologies. The Act also calls for the establishment of systematic technical articulation agreements between secondary schools and postsecondary educational institutions."

- Professional organizations which actively participate in the process include the American Association of Family and Consumer Sciences and its California affiliate, American Vocational Association, California Associations of Vocational Educators, Home Economics Teachers Association of California, California Community College Early Childhood Educators, California Association for Education of Young Children, National Association for Education of Young Children, American Society of Interior Designers, Foundation for Interior Design Education and Research, American Dietetics Association, Council on Hotel, Restaurant and Institutional Education, Institute of Food Technologists, American Culinary Federation and the California Community College Association of Occupational Education. These organizations represent many thousands of professionals in family and consumer sciences related areas.

- There is an ongoing relationship between education and business, industry and professional organizations through advisory committees which meet to review curricular programs and course materials.

- Foundations and boards are increasing their provision of external funding and validation of articulation activities.

CALIFORNIA ARTICULATION NUMBER (CAN) SYSTEM

The CAN system was developed to identify commonalties of concepts and competencies in basic subject matter courses to enhance articulation efforts statewide.

- A basic premise of CAN is that courses are accepted "in lieu of" each other, not necessarily, as "equivalent" or "identical" in content.

- Use of CAN denotes faculty-approved articulation, that the criteria to qualify each course have been met and the college has affirmed its commitment to articulation and CAN.

- The CAN system is not a common numbering system. Each campus retains and uses its own course number, prefix and title.

- Any two or four-year accredited institution of higher education in the state of California may qualify a course to participate in the intersegmental system.

- Family and Consumer Sciences courses currently in CAN are:

CAN H EC	2	Nutrition
CAN H EC	4	Principles of Design
CAN H EC	6	Textiles
CAN H EC	8	Principles of Foods
CAN H EC	10	Principles of Clothing Construction
CAN H EC	12	Family Relationships
CAN H EC	14	Child Development
CAN H EC	16	Life Management
CAN H EC	18	Interior Design Fundamentals
CAN H EC	20	Fashion Selection
CAN H EC	22	Fashion Industry and Marketing

Note: The *Directory of Family and Consumer Sciences and Related Program Areas and Program Coordinators* included with this *Program Plan* includes CAN H EC courses which each college articulates and the generic and college title and course number. This information is listed on the individual college directory page if it was provided in response to the survey.

- The *CAN Guide, Candid Notes* and the *CAN Catalog of Courses* provide comprehensive information and instructions on the system.

- For additional copies of the *CAN Guide, CAN Catalog of Courses,* to be placed on the mailing list for *Candid Notes,* or assistance, contact: California Articulation Number System Office, 650 University Avenue, Suite 102D, Sacramento, CA 95825 (916) 929-2629.

PROCESS OF ARTICULATION

High Schools To Community College

- Develop competency based instruction which qualifies students for credit or higher placement into community college programs/courses as a result of high school instruction (See Chart, page 215).

- Explore ways to develop student recruitment and program promotion materials and to sponsor activities appropriate for the secondary level students.

- Conduct regular articulation meetings on a local and regional basis for secondary, community college and four-year college and university programs.

- Participate on advisory committees.

- Work cooperatively to develop a program-to-program articulation agreement.

Regional Occupational Centers and Programs (ROC/Ps) To Community Colleges

- Develop competency based instruction which qualifies students for credit, or higher placement into community college programs/courses as a result of the ROC/P instruction (See Chart, page 215).
- Explore ways to develop better student recruitment.
- Establish regular meetings with the faculty of both levels to improve interchange of focus, ideas and discussion of mutual concerns.
- Form joint advisory committees for related occupational programs.
- Share resources, instructors and facilities when feasible.
- Work cooperatively to develop a program-to-program articulation agreement.

VATEA Tech Prep Programs To Community Colleges

- Develop liaisons to establish Tech Prep Programs in the six program areas of Family and Consumer Sciences in California community colleges.
- Identify Tech Prep Programs funded by Carl D. Perkins VATEA. Cooperate as requested.
- Develop competency based instruction which qualifies students for credit or higher placement into community college programs/courses as a result of the high school and ROC/P instruction (See Chart, page 215).
- Replicate appropriate models.
- Utilize Tech Prep staff to advise on the development of local Tech Prep consortia.
- Work cooperatively to develop a program-to-program articulation agreement.

Community College To Community College

Through the guidelines of the *California Community College Family and Consumer Sciences Program Plan*, standards are suggested for programs and core courses. These facilitate ease of transfer from one college to another.

- Standardize course offerings and numbers to expedite student transfer through adoption of the CAN system.
- Utilize professional standards and matrices of specific content areas when available.
- Use the career paths for all areas of Family and Consumer Sciences developed in this *Program Plan* (See Chart, page 215).
- Project future needs of students in order to prepare curriculum to meet these needs.
- Promote the implementation of the *California State Plan for Carl D. Perkins Vocational and Applied Technology Education Act Funds: 1994-96*, spelling out the scope for instruction at each level.
- Develop a regionalized curriculum/program where appropriate which enables ease of student completion of program and pooling of college resources.
- Work cooperatively to develop a program-to-program articulation agreement.

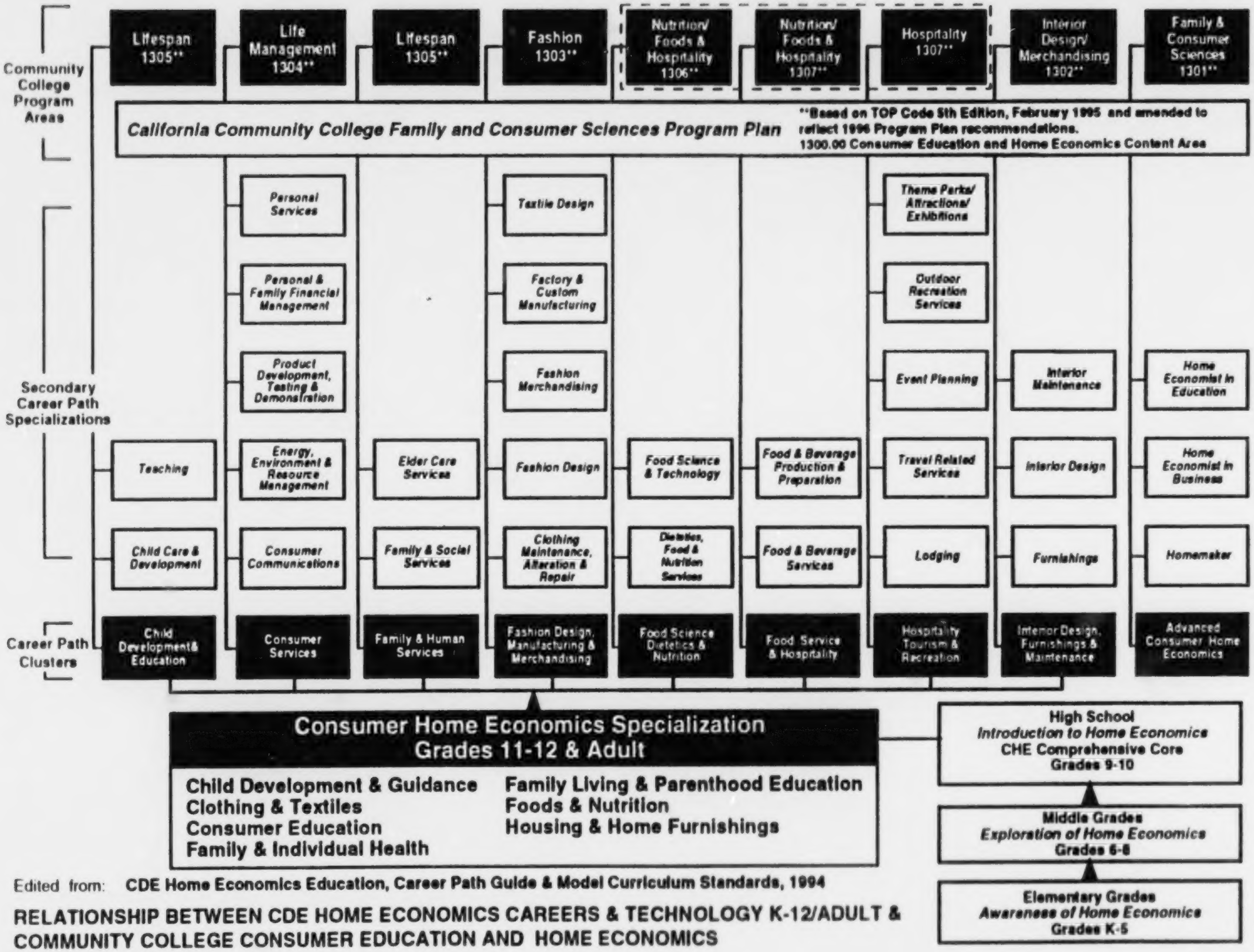
Community College To Bachelor Degree Granting Institutions

- Use the forum of the AAFCS-CA sponsored Articulation Liaison Committee for Family and Consumer Sciences to conduct regular meetings to address articulation issues.
- Participate in regional and statewide meetings which include the representatives of community college, CSU, UC and postsecondary and private college systems.
- Communicate, market or promote articulation information with students.
- Utilize the CAN system.
- Work cooperatively to develop a program-to-program articulation agreement.

Community College To Community Agencies

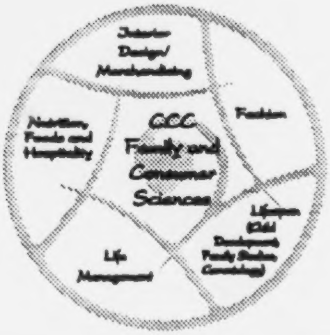
Community based training programs meeting educational standards are recognized as part of the articulation process. These agencies may be broad or narrow in scope, private or publicly funded. Some examples of community agencies which provide educational opportunities in Family and Consumer Sciences related areas are University of California Cooperative Extension, Extended Nutrition Education Programs; American Red Cross; Salvation Army.

- Exchange faculty to broaden understanding and expose students to a variety of viewpoints.
- Include representatives from agencies on statewide and local California community college advisory committees when appropriate and relevant.
- Establish networks through participation in professional and community organizations.
- Establish standards for instructional staff and curriculum.
- Work cooperatively to develop a program-to-program articulation agreement.


Community College Program Areas
Lifespan 1305**
Life Management 1304**
Lifespan 1305**
Fashion 1303**
Nutrition/ Foods & Hospitality 1306**
Nutrition/ Foods & Hospitality 1307**
Hospitality 1307**
Interior Design/ Merchandising 1302**
Family & Consumer Sciences 1301**
California Community College Family and Consumer Sciences Program Plan
**Based on TOP Code 5th Edition, February 1995 and amended to reflect 1996 Program Plan recommendations.
1300.00 Consumer Education and Home Economics Content Area
Secondary Career Path Specializations
Personal Services
Personal & Family Financial Management
Product Development, Testing & Demonstration
Energy, Environment & Resource Management
Consumer Communications
Textile Design
Factory & Custom Manufacturing
Fashion Merchandising
Fashion Design
Clothing Maintenance, Alteration & Repair
Theme Parks/ Attractions/ Exhibitions
Outdoor Recreation Services
Event Planning
Travel Related Services
Lodging
Interior Maintenance
Interior Design
Furnishings
Home Economist in Education
Home Economist in Business
Homemaker
Teaching
Child Care & Development
Elder Care Services
Family & Social Services
Food Science & Technology
Dietetics, Food & Nutrition Services
Food & Beverage Production & Preparation
Food & Beverage Services
Career Path Clusters
Child Development& Education
Consumer Services
Family & Human Services
Fashion Design, Manufacturing & Merchandising
Food Science Dietetics & Nutrition
Food Service & Hospitality
Hospitality Tourism & Recreation
Interior Design, Furnishings & Maintenance
Advanced Consumer Home Economics
Consumer Home Economics Specialization
Grades 11-12 & Adult
Child Development & Guidance
Clothing & Textiles
Consumer Education
Family & Individual Health
Family Living & Parenthood Education
Foods & Nutrition
Housing & Home Furnishings
High School
Introduction to Home Economics
CHE Comprehensive Core
Grades 9-10
Middle Grades
Exploration of Home Economics
Grades 6-8
Elementary Grades
Awareness of Home Economics
Grades K-5

Edited from: **CDE Home Economics Education, Career Path Guide & Model Curriculum Standards, 1994**

RELATIONSHIP BETWEEN CDE HOME ECONOMICS CAREERS & TECHNOLOGY K-12/ADULT & COMMUNITY COLLEGE CONSUMER EDUCATION AND HOME ECONOMICS


Interior Design/ Merchandising
Fashion
Nutrition, Foods and Hospitality
CCC Family and Consumer Sciences
Lifespan (Child Development, Family Studies, Gerontology)
Life Management

Articulation... Design For Successful Transition

Articulation is the collaboration through which the providers of education define and delineate roles, responsibilities, relationships and interrelationships for each level of instruction, programs and services for the institution and for students. The agencies involved in articulation may include, but are not limited to, secondary schools, regional occupational centers/programs (ROC/Ps), community colleges, colleges and universities, private colleges and universities, business and industry and community-based educational agencies.

Articulation may occur among programs as well as between specific courses and services. Program articulation identifies the courses and the sequence of courses which enable students to achieve their educational goals. Course articulation is the development of agreements between two institutions to accept courses completed at a sending institution as meeting specific course requirements at a receiving institution.

Interior
Design/
Merchandising

Nutrition,
Foods and
Hospitality

CCC
Family and
Consumer
Sciences

Fashion

Lifespan
(Child
Development,
Family Studies,
Gerontology)

Life
Management

SCANS

Secretary's Commission On Achieving Necessary Skills

Integrating SCANS Competencies into:
Fashion
Interior Design/Merchandising
Life Management
Lifespan (Child Development, Family
  Studies, Gerontology)
Nutrition, Foods and Hospitality

A Section of: *California Community College Family and Consumer Sciences Program Plan, 1996*

BEST COPY AVAILABLE

This report is made pursuant to agreement number 95-0163 awarded to Mt. San Antonio College and to agreement number 95-0164 awarded to Long Beach City College by the Chancellor's Office, California Community Colleges. These projects are supported by Carl D. Perkins Vocational and Applied Technology Education Act, P.L. 101-392, Title II, Part A and Title III, Part B funds.

"The activity which is the subject of this report was supported in whole or in part by the U.S. Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education, and no official endorsement by the U.S. Department of Education should be inferred."

"No person shall, on the grounds of sex, race, color, national origin or handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under this project."

SCANS

The Secretary's Commission on Achieving Necessary Skills (SCANS) Report, published by the U.S. Department of Labor, was the final result of a commissioned study and interviews over a one and one-half year period with business and industry leaders, public employees, managers, workers and union leaders. The result was a comprehensive report on the skills that workers must have if they are to enjoy a productive, satisfying life and to help companies be competitive in the global marketplace.

SCANS REPORT CRITICAL SKILLS

Five Competencies

RESOURCES	Allocating time, money, materials, space and staff
INFORMATION	Acquiring and evaluating data, organizing and maintaining files, interpreting and communicating and using computers to process information
INTERPERSONAL SKILLS	Working on teams, teaching others, serving customers, leading, negotiating and working well with people from culturally diverse backgrounds
SYSTEMS	Understanding social, organizational and technological systems, monitoring and correcting performance and designing or improving systems
TECHNOLOGY	Selecting equipment and tools, applying technology to specific tasks and maintaining and troubleshooting technologies

Three Foundation Skills

BASIC SKILLS	Reading, writing, arithmetic and mathematics, speaking and listening
THINKING SKILLS	Thinking creatively, making decisions, solving problems, seeing things in the mind's eye, knowing how to learn and reasoning
PERSONAL QUALITIES	Individual responsibility, self-esteem, sociability, self-management and integrity

In each subject matter section of this *Program Plan*, emphasis is placed on the importance of integrating SCANS skills into classrooms. The SCANS Report underscores the importance of changing the way we teach. A table comparing the conventional classroom with the SCANS classroom is shown on the next page.

The SCANS through Consumer Home Economics (CHE) Project housed at Long Beach City College is developing strategies to help prepare students to be effective participants in the workforce. In Spring 1996, Design Team members are pilot testing the strategies they have developed to integrate SCANS competencies and foundation skills into Family and Consumer Sciences subject matter. Products developed through the pilot test will be sent to colleges/individuals who have received copies of this *Program Plan* for insertion into this SCANS section. If you do not receive the materials, please contact:

Lynne Miller
Long Beach City College
4901 East Carson Street, Long Beach, CA 90808
(310) 599-8123, (310) 599-7990 (fax)

THE CONVENTIONAL CLASSROOM COMPARED WITH THE SCANS CLASSROOM

Conventional	SCANS
Teacher knows answer.	More than one solution may be viable and teacher may not have it in advance.
Students routinely work alone.	Students routinely work with teacher, peers and community members.
Teacher plans all activities	Students and teacher plan and negotiate activities.
Teacher makes all assessments. Information is organized, evaluated, interpreted and communicated to students by teacher.	Students routinely assess themselves. Information is acquired, evaluated, organized, interpreted and communicated by students to appropriate audiences.
Organizing system of the classroom is simple; one teacher teaches 30 students.	Organizing systems are complex. Both teacher and students reach out beyond school for additional information.
Reading, writing and math are treated as separate disciplines; listening and speaking often are missing from curriculum.	Disciplines needed for problem-solving are integrated; listening and speaking are fundamental parts of learning.
Thinking is usually theoretical and "academic."	Thinking involves problem-solving, reasoning and decision making.
Students are expected to conform to teacher's behavioral expectations; integrity and honesty are monitored by teacher; students' self-esteem is often poor.	Students are expected to be responsible, sociable, self-managing and resourceful; integrity and honesty are monitored within the social context of the classroom; students' self-esteem is high because they are in charge of their own learning.

SCANS

Integration Innovations

Fashion

COURSE:	History of Fashion
Program Plan Reference:	History of Fashion, page 33.
Activity:	Search for Historical Facts
Scans Competency Area(s):	Interpersonal Skills, Information
Scans Foundation Skills:	Thinking Skills
Description:	Students are divided into groups of four - each group needs to find from the chapter on the Renaissance five facts of historical nature important enough to be made into newspaper headlines for the era.
Student Behavior Outcomes:	Students on the whole worked diligently to search the text for historical headlines.
What Worked?	We came up with 28 really good historical facts - in about 40 minutes rather then the five I usually gave them.
What Did Not Work?	Some of the students just copied facts from the time line printed at the beginning of the chapter.
Recommended Changes:	Assign a recorder and reporter for each group.

COURSE: Fashion Show Production

Program Plan Reference: Fashion Promotion Coordination, page 32

Activity: Teamwork/Committees

Scans Competency Area(s): Resources, Interpersonal Skills, Systems, Technology

Scans Foundation Skills: Thinking Skills, Personal Qualities

Description: Fashion Show Production is divided into the different responsibilities. Each group of responsibilities has a committee of students with a chairperson. These committees are responsible for that part of producing the show. Students try to pick areas that sound interesting for their own experience and expertise. Students have three months to complete all phases of production with a budget.

Student Behavior Outcomes: Students learn how to delegate responsibility and break down overwhelming tasks into manageable ones and teamwork.

Decision making vs. always being told what to do and how.

What Worked? One strong committee emerges to organize and carry through theme.

What Did Not Work?

A. As students drop, the committee suffers.

B. Some groups are strong and self-starters and work on their own while others don't seem to get anything done.

C. Sometimes it is hard for the instructor to trust and "let go."

Recommended Changes: If it's a large class have more people on each committee.

Hand pick committee chairs. Require weekly committee chair meetings with instructor.

COURSE: Fashion Show Production

Program Plan Reference: Fashion Promotion Coordination, page 32

Activity: Reception Committee

Scans Competency Area(s): Resources, Interpersonal Skills, Information, Technology

Scans Foundation Skills: Thinking Skills, Personal Qualities, Basic Skills

Description: Four members from this committee create a reception that carries through the theme of the show. The following steps must be completed by show date:

	1. location of reception site - budget consideration, 2. type of reception - dessert, lunch, brunch, 3. selection of menu items working with culinary arts department - considering price of ticket, 4. serving tables, linens and decoration, 5. form of service and servers, 6. beverages and 7. clean-up.
Student Behavior Outcomes:	A great party that gave the students a supervised event to celebrate in!
What Worked?	A mature person with entertaining experience as committee head.
What Did Not Work?	Some types of buffet service.
Recommended Changes:	Always have two sided buffet table service.

Interior Design/Merchandising

COURSE	Interior Design Careers
Program Plan Reference:	Interior Design Careers, page 72
Activity:	Write a Resumé
SCANS Competency Area(s):	Information
SCANS Foundation Skills:	Basic Skills, Thinking Skills
Description:	How to write a resumé: A resumé is required at the end of the semester, but I allow the students to rewrite their resumé as many times as they want before the final one is given a grade. I edit the resumé each time they make the effort to rewrite it. I circle incorrect spelling and make suggestions about format, but I do not rewrite it for them. At the end of the semester the resumés are excellent.
Student Behavior Outcomes:	In the past the resumés were mostly poor because of poor spelling, form and style, etc. Students were fearful of writing a resumé. The fear has been erased and they correct their own spelling and grammar, take more time using a business format, select quality paper, etc.
What worked?	By helping students individually with the written part, they rewrite the resumé many times and use the dictionary. The new approach makes the student more aware of the importance of the resumé as a real working tool that can help them get a job.
What did not work?	A few students did not take advantage of my offer to edit. Their resumés were inferior to those from the rest of the class.
Recommended changes:	I will require that they rewrite the resumé and have it edited by the instructor or possibly other students.

COURSE:	Introduction to Interior Design
Program Plan Reference:	Interior Design Fundamentals, page 73
Activity:	Cultural Heritage Board
SCANS Competency Area(s):	Resources, Information
SCANS Foundation Skills:	Basic Skills, Thinking Skills, Personal Qualities
Description:	A cultural heritage board was created by each student at the beginning of class (week two or three). Each student was to select items that visually made a statement about their heritage and glue the items onto a 15" x 20" illustration board (pictures of landmarks, food, costumes, colors, textures, etc.). Each presented the board orally to his peers. The boards were displayed in the hallway display cases so other students could see them.
Student Behavior Outcomes:	Students worked excitedly and diligently. They were proud of their boards and pleased to answer questions from their peers. Shyness quickly disappeared. The boards generated much interest from students and staff when they were displayed in the hallway.
What worked?	Students felt a sense of camaraderie, barriers were broken and new friendships formed among the students. Oral discussions were easier to generate and the students felt they were "part" of the class and less isolated. Students learned about cutting, gluing and basic composition.
What did not work?	After the first semester I did not grade the projects, just gave them an X on the grade sheet to be sure each student participated.
Recommended changes:	I expanded the "board" idea and some students brought food and even dressed in native costume. I sensed that this was a little intimidating to students who had not given their presentations, so I no longer encourage "additional" cultural enrichment.

COURSE:	History of Decorative Arts
Program Plan Reference:	History of Interior Architecture and Furniture I, page 70
Activity:	Group Project - To "Teach" Peers
SCANS Competency Area(s):	Interpersonal Skills, Information
SCANS Foundation Skills:	Basic Skills, Thinking Skills
Description:	Group Project: It is hard to remember the design features of Louis XIV, XV and XVI furniture, architecture, etc. Students get confused and overwhelmed. Students were divided into three groups. Each group was required to present "their Louis" in an entertaining, unusual and educational way to the class. The project was to be fun and it couldn't be boring.
Student Behavior Outcomes:	The students laughed and worked diligently to be more creative than their peers. The presentations reflected the extra energy and enthusiasm to make it "fun " and entertaining. The presentations were the most creative I have ever had in twenty years of teaching. Everyone learned the differences between the three design periods, each student participated in the oral presentation and everyone had fun!
What worked?	Students worked well together, brainstorming ideas. The results were creative, i.e., a Rap about Louis XVI, a play about the spoiled Marie Antoinette, Jeopardy with questions/answers relating to Louis XIV and a newspaper from Versailles about life at Court, humorous and complete with line drawings and illustrations.
What did not work?	A complete success even though a few shy students held back at the beginning. A "groupie" spirit evolved and students stayed together (at the breaks, etc.) throughout the semester.
Recommended changes:	Nothing - a great project.

Life Management

COURSE:	Introduction to Life Management
Program Plan Reference:	Life Management, page 101
Activity:	Research Techniques: Computers verses Traditional Methods
SCANS Competency Area(s):	Technology, Information, Interpersonal Skills
SCANS Foundation Skills:	Thinking Skills
Description:	Find two articles in the library related to family structure using a "traditional" search method such as *Readers' Guide to Periodicals*, etc. Find two additional articles using a computer data base such as Proquest. Compare and contrast these two methods by having one-half of the class list the pros and cons of the "traditional" methods and the other half with the online methods.
Student Behavior Outcomes:	Students enjoyed the computer search. Articles located were more closely related to topic than the previous classes.

COURSE:	Introduction to Life Management
Program Plan Reference:	Life Management, page 101
Activity:	Values Conflict
SCANS Competency Area(s):	Interpersonal Skills
SCANS Foundation Skills:	Basic Skills
Description:	Present to the class newspaper articles that illustrate a potential values conflict (finding money or an article belonging to someone else, children turning drug-using parents in to authorities, etc.) Have students work in groups with each group having a different article and identify the values conflict. Present an oral summary to the class.
Student Behavior :	Good "ice breaker" activity for early in the semester.

COURSE: Introduction to Life Management

Program Plan Reference: Life Management, page 101

Activity: Goal Setting

SCANS Competency Area(s): Systems

SCANS Foundation Skills:

Description: After an introductory discussion, have students and teacher work out a flow chart on the blackboard utilizing the seven steps for goal setting. Present this as a systems approach to a situation. Have each student then construct a systems approach flow chart for a goal they have.

Outcomes The concept of a "system" was new to all of the students. This was a hard concept to articulate.

COURSE: Introduction to Life Management

Program Plan Reference: Life Management, page 101

Activity: Jig Saw Reading I & II

SCANS Competency Area(s): Interpersonal Skills, Information

SCANS Foundation Skills: Basic Skills

Description: Give out four to six (depending on size of class) different magazine articles on time management. As homework, student will read the article and identify the three to five major points.

- Break students into groups by articles. Have students compare their three to five main points with that of other group members. Synthesize the main points and present to the entire class by writing main points on a transparency.
- Break students into groups with each student in the group having a different article. Have students share their three to five main points. Synthesize the three to five main points from all articles and present to the entire class by writing main points on a transparency.

Outcomes Students liked these activities. They were among the most effective for getting students to be active learners.

COURSE:	Introduction to Life Management
Program Plan Reference:	Life Management, page 101
Activity:	Systems Analysis
SCANS Competency Area(s):	Systems
SCANS Foundation Skills:	Thinking Skills
Description:	Select a task that is done as part of a work or home routine. Present the way the task is currently being done as a systems approach. Analyze ways in which the task can be done more efficiently.
Student Behavior Outcomes:	System is a hard concept for students to grasp.

COURSE:	Introduction to Life Management
Program Plan Reference:	Life Management, page 101
Activity:	Dealing with Change
SCANS Competency Area(s):	Information
SCANS Foundation Skills:	Basic Skills
Description:	Have each student interview at least two people who have experienced significant changes in their life. Have students formulate interview questions in a written format, including a question on how that person coped with the change. Have students share the coping mechanisms in a large group discussion and analyze any common themes.
Student Behavior Outcomes:	Positive student response. Often helped students put their "life traumas" in perspective.

Lifespan

COURSE:	Human Development
Program Plan Reference:	Human Development, page 148
Activity:	Term Project/Panel Presentation
Scans Competency Area(s):	Information, Resources, Interpersonal Skills
Scans Foundation Skills:	Basic Skills, Personal Qualities, Thinking Skills
Description:	The Term Project consisted of a written report and a panel presentation. Students, working with peers, divide the assigned text chapter by topics or issues. Each student is responsible for a two page written report on their area of the chapter. One additional reference was required. The report included a title page, table of contents, body of the paper, five (5) test questions, and a bibliography. The report was due one week prior to their panel presentation. The panel presentation was one-hour in length. The panel was responsible for thoroughly covering the material in the text and supplementing it when appropriate. Each panel member administered a pretest prior to their presentation and finished their presentation by correcting the test. The panel developed a 10 question quiz which they administered at the conclusion of their presentation.
Student Behavior Outcomes:	Cooperation between panel members seemed to increase because each member was graded individually on written and oral reports. The panel worked together to plan the presentation and supplement the work of panel members. When a panel member would drop prior to presentation, the other members needed to pick up the slack. Their task was to present the chapter in its entirety.
What Worked?	Students became "experts" on their portion of the text. Because they presented as a group, the student was not "alone". Students were encouraged to be very creative in the presentation of the material. This was modeled throughout the semester, calling the students' attention to the variety of techniques. Very specific criteria were established for written and oral presentation. Pre- and post-tests were also modeled.
What Did Not Work?	Students need more help in forming test questions. Questions were often very vague.

Recommended Changes I might make up the test questions and give to the panel with the instructions that they are to make sure this information is stressed. I would also give a final exam formed from the post-tests.

COURSE: Human Development

Program Plan Reference: Human Development, page 148

Activity: Term Report

Scans Competency Area(s): Resources, Information

Scans Foundation Skills: Basic Skills, Thinking Skills, Personal Qualities

Description: The term report consisted of a collection of current articles from journals, magazines and/or newspapers which highlight the aspects of human development covered in the course. Each of the ten (10) articles was to cover a different stage/area of development, be summarized, be referenced to the specific information in text that addresses the topic, note on what points the article agreed with or differed from the text and be photocopied and numbered. All articles were combined using a *Table of Contents & Bibliography.*

Student Behavior Outcomes: The articles were due in groups of three (3) thus eliminating the "end of the semester rush". Most students responded well to the due dates and found it relieved some stress. The students were amazed that the information in the text was so relevant to current events and mass media reports. It helped make theory "real".

What Worked? Students were forced to look at current periodicals with a critical eye. It reinforced their reading and class lectures. They were better able to add to class discussion.

What Did Not Work? Difficult for professor to handle the quantity of reading due to large class sizes (55-70). Multiple due dates made bookkeeping difficult. Many students need a lot of help with learning how to summarize and not plagiarize.

Recommended Changes: I might assign three to five specified articles and three to five that they have to locate themselves. When all 10 (x55 = 550) articles are unfamiliar to the professor it impossible to read them all and do the students' efforts justice.

COURSE: Child Development

Program Plan Reference: Child Development, page 134

Activity: Study Groups

Scans Competency Area(s): Resources, Interpersonal Skills, Information

Scans Foundation Skills: Basic Skills, Thinking Skills, Personal Qualities

Description:

1. "On Your Own" activity sheets are available in the teacher's manual from Berger's *The Developing Person Through the Life Span* text. I reproduce copies of the sheet and, after lecturing on that section, distribute them. Students then pair up (their choice) and have five to seven minutes to locate the page number that gives the answer to the question.

   When time was up we reconvened into a large group and tried to come up with a consensus for the page reference. If a discrepancy occurred, we'd all look in the text for the answer.

2. At the end of the first session I invited those students wishing to form a study group to stay after. I encourage them to figure out a time, place and location for their studying.

Student Behavior Outcomes: The in-class study group was great - all students would stay until the end of class, research diligently and learn. The student independent study group was rarely, sparsely utilized.

What Worked? Both worked.

What Did Not Work? It worked.

Recommended Changes: I'm going to request help from the Learning Center in forming independent study groups.

COURSE: Child Development

Program Plan Reference: Child Development, page 134

Activity: Restricted Code Activity

Scans Competency Area(s): Resources, Interpersonal, Skills Information

Scans Foundation Skills: Basic Skills, Thinking Skills

Description: Using the activity below, students reflected, wrote and verbally shared memories of their preadolescent language.

The purpose of this activity is to illustrate generational use of language.

ACTIVITY: Think about when you were about 12 to 14 years of age. Then answer the following: (students write at their desks for approximately 5 - 10 minutes).

1. What was the word you used to describe something you really liked?
2. What were women/girls called by your age group?
3. What music was popular? What did you call that kind of music?
4. What word(s) did you use to describe a nice looking person?
5. What expression did you use for describing a friend?
6. What other words/expressions can you recall that you and your friends used that were not used by your parents/adults?

LARGE GROUP DISCUSSION: Students respond to the questions in groups, by generations.

Student Behavior Outcomes: They laughed, shared, listened and enjoyed it.

What Worked? It all worked. All students got tuned in to the concepts.

What Did Not Work? It all worked.

Recommended Changes: I might use it as homework and share in class if all students came prepared! I'd probably not change it.

COURSE:	Scientific Learning
Program Plan Reference:	Curriculum Development for Children, page 140
Activity:	Activity Kit
SCANS Competency Area(s):	Resources, Interpersonal Skills, Information
SCANS Foundation Skills:	Basic Skills, Thinking Skills
Description:	After seeing several kits being used by preschoolers, students were asked to "make a kit (collection of related materials) for children to use in investigating and exploring a math or science concept on their own." They were to set it up for our class to see, describe how it works, answer any questions and hand in a lesson plan.
Student Behavior Outcomes:	Most of the students were intrigued with the idea of making something that would add to their own collection of teaching materials. They ranged from very basic and simple, such as matching and sorting activities to electric circuit connecting boxes, magnetic puppets and original board games.
What worked?	There were many unique and useful kits created. Students were stimulated by seeing what others did and incorporated their ideas.
What did not work?	Some students brought items that were clearly commercial and that they had not added anything to or used in any unique ways.
Recommended changes:	It probably would be helpful for students to be asked to try their kits out with preschoolers and report the results. Many did this on their own but it was not required.

COURSE:	Scientific Learning
Program Plan Reference:	Curriculum Development for Children, page 140
Activity:	Finding Science in Preschooler's Books
SCANS Competency Area(s):	Resources, Interpersonal Skills, Information
SCANS Foundation Skills:	Basic Skills, Thinking Skills
Description:	Students were introduced to the various science concepts children frequently encounter. Then they were assigned to bring to class 15 preschool books dealing with some science concept. They handed in a list of the books and authors and displayed the books. Students were free to ask others why they chose certain books or how they applied to science. These books were often story books that inadvertently involved science, such as Robert McCloskey's *Blueberries For Sale.*
Student Behavior Outcomes:	At first students doubted they could find much about science in preschooler's books, but as the semester progressed they broadened their concept of science. This assignment was one of three they could elect to do but most did choose to do it. Some brought in more than the required 15 books.
What worked?	Students liked the idea of being able to use regular story books to reinforce and expand children's understanding of science.
What did not work?	Students whose native language was not English had a more difficult time but they benefited from seeing what the others did and in hearing their explanations.
Recommended changes:	Nothing, at least at this point.

COURSE: Food and Nutrition

Program Plan Reference: Nutrition, page 193

Activity: Students Prepare Presentation on Vitamin or Mineral

Scans Competency Area(s): Resources, Interpersonal Skills, Information, Technology

Scans Foundation Skills: Basic Skills, Thinking Skills

Description: Depending on class size, two to three students as a group research a vitamin or mineral. They visit a vitamin store to observe how it is packaged and marketed. They prepare presentation, each being accountable for part of the presentation and record information on transparencies for other students to see. Students also prepare three multiple choice test questions and one true/false (with my assistance) to be used on their examination.

Student Behavior Outcomes: 1. Students are usually hesitant to work in groups. 2. Each student participates in a presentation versus one doing the whole presentation. 3. Students become more active in a learning process rather than passively listen to a lecture on vitamins and minerals. 4. Students become more accountable for their work.

What Worked? Presentations were fun, interesting. Allows students to become actively involved. Preparation of their test questions motivates them.

What Did Not Work? Some students will just read information. Some test questions are very difficult; students do not evaluate the information presented very well.

Recommended Changes: Allow class time for questions to be developed and reviewed by instructor.

COURSE: Supervision & Training

Program Plan Reference: Food Service Supervision, page 188

Activity: Resumé Development

Scans Competency Area(s): Resources, Information, Systems, Technology

Scans Foundation Skills: Basic Skills

Description: Following a presentation by a counselor, the students are asked to prepare a rough draft resumé and a corresponding cover letter, using one of the sample layouts provided in the handout package. A week later in class the students are asked to exchange documents and exchange ideas and constructive criticism. Their exchanges are recorded and submitted to me with rough draft resumé.

Student Behavior Outcomes: Initially students are timid and apprehensive about critiquing other student's papers. After some prompting and reinforcement that any paper can be improved, they are more willing to write their constructive criticism.

What Worked? The opportunity to submit a rough draft before the final completed resumé. Opportunity to learn during the process rather than after.

What Did Not Work? Some students do not have the experience or skill to critique effectively. Most students have prepared at least one resumé, others have not.

Recommended Changes: Have students type rough draft so they can better visualize how it is presented on paper. Pen or pencil draft is not effective visually for spacing.

COURSE:	Supervision & Training
Program Plan Reference:	Food Service Supervision, page 188
Activity:	Role Playing as Manager Interviewing Potential Employee
Scans Competency Area(s):	Interpersonal Skills, Information
Scans Foundation Skills:	Thinking Skills, Personal Qualities
Description:	Students were asked to prepare in advance 10 questions to be used in interviewing an applicant. This followed a lecture on what information is needed to screen potential applicants. At next meeting, students are placed randomly in groups of three. Each student will play the following roles: 1. The interviewer. 2. The interviewee. 3. Observer.
Student Behavior Outcomes:	Students cooperated well in the role play. They worked hard at taking this assignment seriously. Many students responded that this assignment gave them some very practical experience. Activity helped them recognize what may be their weak points. Students were able to identify areas for self-improvement.
What Worked?	Having each student be an active part in the role play; first, as the person interviewing; second as the person applying for the position and third, observing other students, verbal skills
What Did Not Work?	Large number of students in class 35+. Difficult to observe all interactions. Some students finished too quickly; others took the same time and used it well.
Recommended Changes:	Directions for the assignment. Some students were confused by the directions.

COURSE:	Supervision & Training
Program Plan Reference:	Food Service Supervision, page 188
Activity:	Video Taping Student Presentation/Self-Evaluation
Scans Competency Area(s):	Technology
Scans Foundation Skills:	Basic Skills, Personal Qualities, Thinking Skills
Description:	This course involves preparing students to do short 15-20 minute training sessions for dietary departments. Students must prepare their training session and present it to the class. Their presentation is video recorded onto a VHS tape which they have provided. They are asked to critique at home their own performance. Their self-evaluation is returned along with their report.
Student Behavior Outcomes:	Students were very apprehensive about being videotaped. They don't want to do it. Their critiques of themselves are usually harsh. Students find it hard to determine their positive skills and usually only identify many negative skills.
What Worked?	Students do become involved in identifying their strong points as well as their weak points. Observing students also become more involved. It's like "Big Brother" checking on you.
What Did Not Work?	Some students forget to bring a video tape. Some students do not actively listen.
Recommended Changes:	Have students observing do a mini evaluation of each presentation as a way of increasing involvement. Have extra tapes available. Have a student time and give time warnings to presenters for time control.

COURSE: Dietetic Seminar

Program Plan Reference: Dietetic Education, page 184

Activity: Client Education Simulation

Scans Competency Area(s): Resources, Interpersonal Skills, Information, Systems, Technology

Scans Foundation Skills: Basic Skills, Thinking Skills, Personal Qualities

Description: Students are to participate in two health fairs. Students can elect to serve as a nutritional counselor at the fairs or develop and provide a presentation (model, handout, computer game, visual aid, etc.). Students work as a class unit in selecting materials to order to be used in client education at the fairs. Amount of materials needed to be estimated and logistics planned as to how fairs will be manned and operated.

COURSE: Nutrition for the Culinary Arts

Program Plan Reference: Nutrition for Food Service Professionals, page 196

Activity: Professional Food Preparation Incorporating 7 Major Nutritional Guidelines

Scans Competency Area(s): Interpersonal Skills, Information

Scans Foundation Skills: Basic Skills, Thinking Skills

Description: Present seven major nutritional guidelines:

1. Moderate calories 2. Moderate the use of fat and control cholesterol 3. Increase the use of carbohydrate-rich foods and moderate the use of added sugars 4. Moderate the use of protein 5. Moderate the use of salt and sodium 6. Increase the variety of fresh foods served and moderate the use of processed foods 7. Offer a wide selection of water and nonalcoholic beverages and serve alcoholic beverages responsibly.

All seven guidelines work together. Addressing one area will positively help in other areas as well. Culinary Artists should accept and practice these guidelines personally as well as professionally.

Break class into seven groups, one per guideline, to develop ways chefs can achieve these ideals through professional food preparation. Implications for improving the health of others to be specified. Each group selects a spokesperson to report to entire class.

COURSE: Nutrition for the Culinary Arts

Program Plan Reference: Nutrition for Food Service Professionals, page 196

Activity: Healthy Menu Planning and Cooking Techniques

Scans Competency Area(s): Interpersonal Skills, Information, Systems, Technology

Scans Foundation Skills: Basic Skills, Thinking Skills

Description: View a video illustrating healthy cooking techniques of using monounsaturated fats, low sodium and calorie control by famous chefs. Fat and sodium modification instruction is given the previous two weeks. Lecture cover optimum nutrition and health benefits of low fat, low cholesterol diet including lipoproteins, sodium modification and calorie reduction. Next covered was implementing these nutritional guidelines in the kitchen such as choosing products, modifying culinary techniques, cooking methods, seasoning and enhancing flavors for paying customers.

Break class into groups of five to alter standard restaurant menus. Menus selected are authentic representations from a variety of ethnic and other restaurants and are provided by the instructor. Menus tend to be classically unhealthy and don't follow the seven guidelines of optimum nutrition. *Before and after* menu items and cooking techniques are written on overhead transparencies. Computer assessment program may be used or their supplemental text: *Composition of Foods* to determine nutrient levels of both the items listed on the commercial menus as well as the replacement/improved dish selected by the groups. Overheads are then used to present to class as whole.

COURSE: Nutrition for the Culinary Arts

Program Plan Reference: Nutrition for Food Service Professionals, page 196

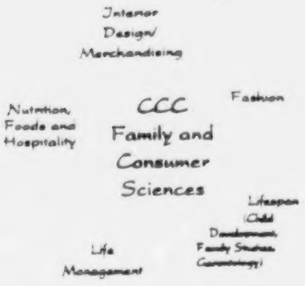
Activity: Hands-On Final

Scans Competency Area(s): Resources, Interpersonal Skills, Information, Technology

Scans Foundation Skills: Basic Skills, Thinking Skills

Description: Students discuss and vote as to whether the class final exam will be a written comprehensive final or a hands-on-lab final incorporating principles of entire course. (Class unanimously elects the hands-on final).

Hands-on final: Class is divided into groups. Each group plans, works within budget, orders food and prepares one unhealthy (typically traditional) dish (entree, appetizer, dessert, side dish beverages, etc.) and one nutritionally improved dish incorporating the seven nutritional guidelines. Computerized nutritional analysis is to be performed on each dish for comparison. Entire class taste tests and compares recipes.


Interior Design/ Merchandising
Fashion
Nutrition, Foods and Hospitality
CCC Family and Consumer Sciences
Lifespan (Child Development, Family Studies, Gerontology)
Life Management

Family and Consumer Sciences Self Study and Assessment

an evaluation tool designed to help a local college assess program strengths and target areas for improvement in Family and Consumer Sciences and the related program areas of…

- **Fashion**
- **Interior Design/Merchandising**
- **Life Management**
- **Lifespan (Child Development, Family Studies, Geratology)**
- **Nutrition, Foods and Hospitality**

A Section of: *California Community College Family and Consumer Sciences Program Plan, 1996*

This report is made pursuant to agreement number 95-0163 awarded to Mt. San Antonio College and to agreement number 95-0155 awarded to Contra Costa Community College District, Diablo Valley College by the Chancellor's Office, California Community Colleges. These projects are supported by Carl D. Perkins Vocational and Applied Technology Education Act, P.L. 101-392, Title II, Part A and Title III, Part B funds.

"The activity which is the subject of this report was supported in whole or in part by the U.S. Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education, and no official endorsement by the U.S. Department of Education should be inferred."

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Family and Consumer Sciences (FCS) Self-study and Assessment

The Family and Consumer Sciences (FCS) Self-Study and Assessment system is a comprehensive evaluation tool designed for local college use. The Family and Consumer Sciences (formerly Consumer Home Economics) State Advisory Committee identified as a statewide priority the need for the design and development of an objective, flexible self-study and assessment system for local college implementation. The State Advisory Committee guided the design and development of the Self-Study and Assessment system through each phase of its progress.

Following statewide distribution and implementation of the first *Program Plan* in 1985, the State Advisory Committee recognized the need for program improvement assistance to local colleges. To meet this need, Peer Site Review was initiated and tested with three participating volunteer colleges in 1986. Through this process, a team of professionals visited a college to perform an intensive study of all aspects of the total program or specific components. The *Program Plan* served as the guideline for desirable program components. The outcome was identification of the college's program strengths, needs for improvement and suggested action. The 1986 test demonstrated the value and effectiveness of Peer Site Review. To strengthen the system, ensure objectivity and expand application options, the State Advisory Committee recommended and oversaw the development of a *Consumer/Home Economics Site Review Procedures Manual* in 1991-92 and the design, development and field testing of a self-study instrument from 1993 to the present.

The Self-Study process was developed through a grant awarded to Contra Costa CCD, Diablo Valley College by the Chancellor's Office, California Community Colleges. The computerized system is in the process of being field tested and further refined during Spring 1996.

The Self-Study Instrument and instructions for local college implementation will be sent to colleges/individuals who have received copies of this *Program Plan* for insertion into this Self-Study and Assessment section. If you do not receive the materials, please contact:

Pamm Shaw, Project Director
FCS Self-Study and Assessment Project
Diablo Valley College
321 Golf Club Road, Pleasant Hill, CA 94523
(510) 685-1230, ext. 1937, (510) 685-1551 (fax)

What is self-study and assessment?

The Family and Consumer Sciences Self-Study and Assessment is a voluntary process which a college may use in a variety of ways to:

- Plan for long and short term goals and objectives
- Measure compliance
- Identify strengths
- Determine needs
- Facilitate involvement of college staff and business and community representatives in program decisions
- Provide leadership opportunities for students, staff and faculty
- Teach and promote family and consumer science programs.

The self-study provides a means for community college administrators, faculty, staff, students and business/industry/community representatives to take an in-depth look at the college's Family and Consumer Sciences Program and/or related program areas of: Fashion, Interior Design/Merchandising, Life Management, Lifespan (Child Development, Family Studies, Gerontology), Nutrition, Foods and Hospitality. A self-study instrument is used to organize and guide the collection of information, decision making and planning program strategies.

How does the self-study process relate to the Program Plan?

The self-study has been designed to parallel the components of the program areas included in the *Program Plan*, 1996. The instrument may be used by one or all of a college's family and consumer science programs. Each of the program sections of this *Program Plan* includes recognition of the Self-Study and Assessment as an evaluation tool.

What is peer site review?

To enrich and validate the self-study, a college may choose to invite a team of qualified professionals to visit the college. Through interviews, observation and review of information/relevant data, the team assesses the accuracy of the self-study and strengths, needs for improvement and appropriate priority action identified by the college. The peer site review team reports its observations to the college. Peer Site Review would operate similarly to college accreditation and costs would need to be covered by the college operational budget.

FAMILY AND CONSUMER SCIENCES SELF-STUDY AND ASSESSMENT MANUAL

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A Section of: *California Community College Family and Consumer Sciences Program Plan*, 1996.

FAMILY AND CONSUMER SCIENCES (FCS) SELF-STUDY AND ASSESSMENT

INTRODUCTION

Family and Consumer Science programs provide a broad array of opportunities for preparation for four year colleges, job training, lifelong learning and life management skills. Community Colleges have much autonomy in structuring and developing programs to meet the needs of the communities in which they are located. While minimum standards have been put in place by the California Community College Reform Act - AB 1725, the Vocational and Applied Technology Education Act (VATEA), the Secretary's Commission on Achieving Necessary Skills report (SCANS) and the California Community College Family and Consumer Sciences Program Plan (1996), community colleges must have some means by which to measure accountability to these standards.

The Family and Consumer Sciences (FCS) State Advisory Committee (formerly known as the Consumer Home Economics (CHE) Education State Advisory Committee) recognized the need for family and consumer sciences programs to measure their effectiveness in meeting the professional standards for the occupations students are being trained in, identifying program strengths and needs in technology, curriculum or instruction and planning ahead with business and community members to prepare students for the workforce, continued education at a four year institution and/or lifelong learning. In collaboration with the Chancellor's Office of the California Community Colleges, the FCS State Advisory Committee recommended that funding be used to expand upon an existing "peer review" process that some colleges were using. With the implementation of new regulations, all community colleges are now required to complete regular program reviews with annual assessments of their progress.

Diablo Valley College, through a project that has been supported by the Carl D. Perkins Vocational and Applied Technology Education Act of 1990, (Title II, Part A and Title III, Part B) P.L. 101-392, funds administered by the Chancellor's Office, California Community Colleges, has developed this self-study instrument and manual for program use. The assessment instrument can be used in a variety of ways to:

- plan for long and short term goals and objectives
- measure compliance
- identify strengths
- determine needs

- facilitate involvement of administration and community members in program decisions
- provide leadership opportunities for students, staff and faculty
- teach and promote family and consumer science programs

From 1994-1996, ten community colleges participated in field testing the Self-Study Instrument. Schools were chosen based upon their diversity - including geographic (representing North, South and Central California); size (small, medium and large); urban/rural/suburban; nature of program (single FCS program vs. comprehensive); as well as ethnic, linguistic and economic diversity. Each college chose to use the instrument in different ways. Because of their dedication and insight into reviewing their own programs honestly and sharing that information, improvements were made in the instrument and the design of this manual based upon this input.

The Self-Study Process is one that can be used as an annual "evaluation" or check to determine compliance with the standards as well as a forum to bring advisory committees, faculty, staff, students and administrators together to talk about the program strengths, areas of need and develop long and short term planning strategies. Some campuses are using the instrument as part of the whole college program review process. Others are using it as a planning tool.

The areas included in this self-study instrument parallel those identified in the Program Plan: Fashion, Interiors, Life Management, Lifespan (Child Development, Family Studies and Gerontology), and Nutrition, Foods and Hospitality. The instrument is meant to be a flexible tool that can be used to review one or more of the family and consumer sciences subject matter areas, and to benefit individual community colleges/districts in their pursuit of a successful and innovative program. The instrument is easy to use and does not require specific technical training to complete.

The self-study instrument and assessment process can be used in the following ways:

1. **Self Review**

   Faculty, staff, students and community representatives of family and consumer science programs can use this instrument to conduct a review of their programs and use the results to set program goals. The self-study is useful to staff for continuous program inprovement and as needed in preparing for a formal review.

2. **A Teaching Tool**

   For local community college governing boards, administrators, faculty and staff this instrument is designed to serve as a step-by-step approach for assessing the quality of the program.

3. **Program Quality and Program Improvement**

FCS programs can use the self-study as a basis for evaluating program goals. The indicators can be used to assist administration, faculty, staff, students, community, business and industry participants in establishing priorities and defining those activities necessary to strengthen those areas needing improvement.

If a program has rated itself low or as not meeting the majority of quality indicators in each of the areas, it can be indicative of areas needing improvement. Similarly, if a program meets or exceeds the majority of indicators, this can be indicative of a program's strengths.

The program quality indicators are identified through:

- **Observation** The team will observe and make a judgement based upon that observation.

- **Interviews or dialogue** The team will talk with administrators, faculty, staff, students, support staff, etc. and make judgements based on the results of those conversations.

- **Records or other written material** The team will rely upon written documentation for making judgements. These will include program and college plans, goals and objectives, written programmatic materials, written correspondence, minutes of meetings, agendas, newsletters, flyers and administrative files.

Once the Self-Study is completed and analyzed, a meeting is held with all of the team members to plan how the information will be integrated into the existing planning process of the program.

STATEMENT OF PURPOSE

The goal of the FCS Self-Study is to develop "in-house" expertise in program evaluation and provide individual community colleges a vehicle for measuring the quality of Family and Consumer Sciences programs.

The results of the Self-Study will assist a college in strengthening its Family and Consumer Science offerings by providing insight into directions for growth and improvement.

In order for the self-assessment to be a fully inclusive process the following occurs:

- a group of people representing a variety of program areas participate on the team.
- administration, counseling, , students, advisory committees, community leaders and organizations and businesses are involved.
- the process becomes integrated into the annual review and planning for the FCS program, as well as part of the three year college wide review process.

THE SELF-STUDY PROCESS

Based upon results of the field testing, the following is presented as a suggested framework from which to work when you begin your self-study.

First, you need to determine if the self-study will be done. This could come from administration - "YOU WILL DO THIS SELF-STUDY" or from a staff discussion "Let's do this Self-Study and see how well we're doing" or for lack of anything better to do......

The following steps were taken by most of the colleges:

1. Selection of faculty "team leader" who is willing to:
    - facilitate and schedule meetings
    - make sure all team members are notified
    - liaison with the program, department, administration and other areas within the college
    - has good organizational and people skills

2. Identify several key people on campus and off who will volunteer to be a part of this process.
    - need for administrative support to collect materials and data from other departments
    - Inform college personnel and related persons of the Self-Study and **their** function in its success

3. Have a "meeting" - call it a "party" ....
    - send notice to potential team members
    - review the self-study instrument
    - confirmation and/or commitment letters from team members
    - determine roles and responsibilities
    - review Materials Checklist (attached)

4. Identify team roles and responsibilities
    - members accept responsibilities and commitment of Self-Study process
    - members review Self-Study Procedures Manual and instrument for knowledge of process
    - Team members will:
        - ☐ Retain confidentiality of information and materials received during Self-Study
        - ☐ Assume responsibilities and carry them through
        - ☐ Comply with time frame established for Self-Study
        - ☐ Remain flexible, stay within confines of visit environment, remain helpful--not judgmental, this is especially important for "outsiders" to know what the "unspoken culture" of the school is.

5. Develop timeline for tasks and completion dates
    - set up a series of meetings
    - dates and times, deadlines for tasks

6. Collects data through observation, interview and review of records as appropriate to the need under consideration.

7. Conduct exit meeting with all persons participating and any others who may be interested to report on summary of findings and Team recommendations.

8. Prepare a written report and disseminate to all team members, and others as appropriate.

9. Complete the Program Planning Strategies form, with a timeline to develop a plan of action in response to review outcomes.

10. Implement planning strategies with ongoing evaluation of progress.

Keys to Success:

- Follow up within a specified time period.
- Share the work amongst all who are involved and recruit new staff, faculty, students and/or advisory committee members to help.
- Share self-study report and outcomes with college participants, program consumers, other faculty and staff (especially program strengths - let them know how great you are!!
- Report your findings to the governing board.

Key people include:

- ☐ Administrators--President, Vice President, Vocational Education Dean, Division Dean, Department Chair(s)

- ☐ Faculty
- ☐ Students
- ☐ Classified Staff
- ☐ Counselors
- ☐ Placement Office
- ☐ Advisory Committee members
- ☐ Community leaders, business people

For advisory committee members, students and other community persons participating in the Self-Study

Arrangements are made to:

- Identify a Message Center/person
- Provide campus maps, identifying location(s) of meeting(s)
- Provide parking arrangements
- Provide finalized schedule

USE OF THE SELF-STUDY INSTRUMENT

The instrument can be used in a number of ways. We encourage you to ask yourself the following questions or look for the information while going through the review process. Each number corresponds to the question in the Self-Study Instrument.

Purpose/Mission

1. Refer to you program or college mission statement to determine if it agrees with or has language consistent with the program plan.
    - Is it current and accurate?
    - Who was involved in creating or revising the statement?
    - How has your mission changed?
2. Check your college and department articulation agreements.
    - Does/should your program have articulation agreements in areas that your college does not?
    - Are the agreements in writing?
    - Are they current?
3. The Program Plan outlines five levels of career path opportunities.
    - How does your program provide students with information about these opportunities?
    - Where is that information located?
    - Is it easily accessable to students?

- Who provides this information, is there documentation of this?

Future Outlook

4. How is this data obtained and what process is used to collect it?
    - What documentation do you have?

SCANS

5. Outlines the five competencies that are needed for solid job performance.
    - Is your program teaching these competencies in an integrated fashion that reflects the workplace contexts in which they are to be applied?

6-10. Where would compliance with the competencies be found?
- Course syllabi?
- How are you measuring student success?

Curriculum Programs and Courses

11. What does it mean to have all one (courses only) or the other (certificate)?
    - What does having only courses say about your program according to the Program Plan?
    - How in-depth is your program?
    - Does your program offer courses in all of the areas that current or potential students express interest?
    - Are you creating new or expanding old programs based upon current interest, industry needs and meeting the guidelines of the program plan, VATEA...?

12. These classifications are outlined in the Program Plan.
    - Does your program offer classes that fall under these?
    - Review your college catalog, are the classes specified?
    - How can one tell that a class meets criteria for licensing or other professional standards?

13. Information regarding classes should be both in the course outline as well as in the schedule of classes, or college catalog.
    - Where else might this information be found?

14. How do students know which classes are articulated with four year colleges or high schools?

   - Review copies of articulation agreements. Who negotiates them? What information is available to students? Can Advisory Board members help?

15. If catalog course descriptions do not correspond to the Program Plan, do they need to be updated?
    - When were they last updated?
    - Who participated in the process?
    - By whom will the update/revision be done?

16. Courses that are listed in the catalog should be referenced in the schedule of classes. How can that be accomplished?

17. Does your program provide instruction in these program areas?

Evaluation, Assessment and Accountability

18. When was your five year plan created?
    - Where is it located?
    - Is it accessable?

19. These are important elements to your plan.
    - Can those currently included be added?

20. How are the AB 1725 hiring requirements being met?
    - How is it documented?
    - How is shared decision making being implemented?

21. Where are current resumes of faculty? What is the role of the personnel department vs. the program regarding current work experience?

22. Faculty evaluations or evaluation dates are needed.
    - Are they done regularly?
    - What is the policy regarding evaluations?
    - Where is that policy written?
    - What system is in place for input, feedback and follow up with staff and/or faculty?

23. Check your Program Plan for additional information.
    - Are staff/faculty involved in professional organizations, continuing education, attend conferences, etc.? How is this documented?
    - Check with personnel, department meeting minutes, reports from staff/faculty.

24. How are students informed about and encouraged to participate in professional trade organizations?
  - Is this information available campus wide or only in the department or program area?
  - Is this listed in course syllabi?
  - In the campus newspaper?
  - In the department newsletter?
  - Are there subsidies for students available?

Advisory Committee

25-27. Provide a roster of advisory committee members and how they fill these categories.
  - How are advisory committee members solicited?
  - Are they involved in community groups?
  - Are they clear on what their role is? How is this documented?
  - What documentation is kept regarding the advisory committee?
  - How often do they meet? Are minutes kept of meetings?
  - Do they share in decision making practices for the programs?

Placement and Follow Up

28. How do students get information about field study programs?
  - Can it be found in the college catalog?
  - Class schedule?
  - Posted in the department?
  - Counseling staff?

29. Where is this information clearly communicated, and how?
  - College catalog?
  - Class schedule?
  - Posted in the department?
  - Counseling staff?

30. What role does the program play in helping its' students find employment?
  - How are students informed about job opportunities?
  - Is there a connection or relationship or communication system in place between community employers and your program?

31. Documentation for placement and follow up services?

Resources

32. What does it meet if you are not able to access a significant number of the resources/equipment listed?
    - Provide documentation of your response - eg. CPR training for Child Development personnel, or emergency procedures. Are child development program NAEYC accredited? Is child care available for students, faculty and/or staff? (full day, part day, subsidies, etc.)
    - How is it determined if students' needs are met by the program offered?

33. Does the department supply these instructional facilities? Does the college?

34. Are these services in place?
    - Where are they located?
    - How do students find out about them?
    - Who provides them? Are they offered during the evening or weekends as well as days?

Faculty, Counselors, Administration

35. Is diversity training required?
    - During FLEX time, workshops?
    - Check personnel records.
    - Faculty ethnicities and student population demographics - do they match?
    - Faculty employment status - full vs. part time? How many part timers are there?
    - Are there written articulation agreements?
    - How do you document faculty/staff involvement with the campus and/or district budget process?
    - Is there a written procedure for textbook selection?

Equity/Access/Vatea Requirements

36. How do you determine if instruction is bias free?
    - Course syllabi?
    - Check resource materials?
    - Counseling activities?

37. Enrollment statistics, admissions and records, demographic statistics must be reviewed.

- Does your college/program enrollment reflect the demographics of the community?
- Are you doing outreach to specific populations?

38. If these services are available how are students informed?

- Posted in admissions area?
- College catalog?
- Course schedules?
- Tape message at admissions and records?

39. Enrollment statistics, graduation statistics. Look at your program!

The instrument can be a guide, but should not be seen as the be-all and end-all for your self-study. It is essential that a team of people from various and varied backgrounds have an opportunity to identify both program strengths as well as needs.

Once the instrument and review are completed, the team will meet to discuss the results. A report will be written reflecting the results of the review as well as the process which was used to complete the review. Any strategies for future planning should also be included.

Attachments:

Sample note to Team Members and/or campus faculty/staff

Please return by: ____________________

Name: ____________________ Title: ____________________
Phone: ____________________ e-mail: ____________________

Our Program is ready to conduct a Self-Study. The content areas of our FCS program that we want to consider for this process will include: (Explain any specific concerns. Check all that apply.)

- ☐ Fashion
- ☐ Lifespan
  - ☐ Child Development
  - ☐ Family Studies
  - ☐ Gerontology
- ☐ Interiors
- ☐ Life Management
- ☐ Nutrition and Food
- ☐ Other ____________________

________ The areas indicated are our complete FCS program.
________ The areas indicated are only a part of our total FCS program.

Prepare as many copies of all of your materials so packets for each of the members of the Team are available.

Sincerely,

MATERIALS CHECKLIST

Information may include, but is not limited to:

- ☐ Advisory Committee Roster/Minutes
- ☐ Articulation Agreements
- ☐ Brochures/Flyers/Promotional Materials
- ☐ Budget
  - ☐ • District
  - ☐ • VATEA
  - ☐ • Grants
  - ☐ • FCS -VATEA Application/Plan
- ☐ Class Schedules--Fall, Spring, Summer
- ☐ College Catalog
- ☐ Course Outlines/Syllabi (sample)
- ☐ Demographics of Campus, Community
- ☐ Enrollment Data
  - ☐ Number of students
  - ☐ ADA (ADE)/WSCH
- ☐ Graduates/Certificates
- ☐ Map of campus, community
- ☐ Matriculation/Counseling
- ☐ Program Requirements
- ☐ Program History

Other materials necessary to complete self-study:

Program Plan For California Community College Home Economics Revised 1996.

California State Plan for Vocational Education.

This plan should be available on each campus. Otherwise it may be secured from the California Community Colleges Chancellor's Office.

AB 1725

Available on each campus.

Other district criteria specific to an individual campus.

FAMILY AND CONSUMER SCIENCES PROGRAM SELF-STUDY PROCESS EVALUATION

Completed by Each Self-Study Team Member

NAME: ______________________ POSITION/ROLE: ______________

1. How do you rate the Self-Study process? (Check One)

   ______Excellent (Exceeds my expectations)
   ______Helpful to me as a professional (Meets my expectations)
   ______Not very helpful (Does not meet my expectations)

   Briefly explain:

2. Which program(s) was/were reviewed? (Check all that apply)

   - ☐ Fashion
   - ☐ Lifespan
     - ☐ Child Development
     - ☐ Family Studies
     - ☐ Gerontology
   - ☐ Interiors
   - ☐ Life Management
   - ☐ Nutrition and Food
   - ☐ Other ______________________

3. Were requested materials and/or identified materials made available to you?

   ☐ Which materials did you receive?

   ☐ Which materials did you wish to receive but did not?

   ☐ Which materials did you request but the college/program(s) did not have?

4. How were your days scheduled during the Self-Study?
   - ☐ Was there an orientation meeting?
   - ☐ Were you able to make visitations?
   - ☐ Were you able to interview key/interested people?
   - ☐ Was there an exit interview?
   - ☐ With whom were appointments made? (List name and title/position)
   - ☐ Were you able to speak with students? with Advisory Committee members? If so, how many and from what programs? (Include their comments)

5. What was most helpful about this Self-Study?

6. What was least helpful about this Self-Study?

7. Which areas did you focus on?

8. What unanswered questions, areas of concern, or undeveloped issues remain? Identify areas that you feel the team should have focused on, but didn't.

9. Have plans been made to implement any suggestions and recommendations in the report? If so, please specify.

10. Did the team conduct the visit in a professional manner?

11. Additional comments:

Family and Consumer Sciences

SELF-STUDY INSTRUMENT

- **Fashion**
- **Interiors**
- **Life Management**
- **Lifespan**
- **Nutrition, Foods & Hospitality**

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ACKNOWLEDGEMENTS:

This project would not have been possible without the vision of the FCS State Advisory Committee and all its' members for their support and willingness to try anything!

And especially to: Rick Ida, Peggy Olivier, Shirley McGillicuddy , Stacy Thompson, Eric Gold and Vincent Wong, and to all the colleges who "field tested" the self-study instrument - this never would have happened without all of you.

Pamm Shaw, Project Director
June 1996

PURPOSE/MISSION

1. Check the career areas included in your program:

FASHION PROGRAMS

☐ Apparel
☐ Fashion Merchandising
☐ Textiles
☐ Fashion Design
☐ Fashion Production
☐ Other ____________________

INTERIORS PROGRAMS

☐ Design
☐ Merchandising
☐ Environment
☐ Other ____________________

LIFE MANAGEMENT PROGRAMS

☐ Consumer Affairs
☐ Resource Management
☐ Financial Management
☐ Other ____________________

LIFESPAN PROGRAMS

☐ Child Development
☐ Gerontology
☐ Family Studies
☐ Other ____________________

NUTRITION, FOODS AND HOSPITALITY PROGRAMS

☐ Culinary Arts/Food Technology
☐ Food
☐ Institutional Nutrition Care for Schools, Residential and Health Facilities
☐ Dietetics
☐ Food Service
☐ Wellness and Health
☐ Other ____________________

2. Check all the areas that your program has articulation agreements with:

☐ Secondary schools
☐ Regional Occupational Programs
☐ Four Year Colleges/Universities
☐ Regional Occupational Centers
☐ Other Community Colleges
☐ Business and Industry

CAREER PATH OPPORTUNITIES

3. Students have access to information for the following career path opportunities:

Level I: **Entry.** Completion of one or more courses which lead to self-improvement and immediate employment in career opportunities in a specific program.

Level II: **Occupational Certificate Program.** Completion of a minimum group of specific courses which lead to a certificate in this or a related area.

Level III: **Technical:** AA/AS Degree. Completion of a minimum of 60 semester credit hours. Provides option to transfer to four year college or university.

Level IV: **Professional/Academic level**: BA/BS Degree. Completion of a four-year bachelor's degree in this or a related subject area. Provides students with qualifications for professional employment.

Level V: **Post Professional.** Advanced degree, certificate, or training.

FUTURE OUTLOOK

4. Which of the following information sources are utilized to plan for programs?

☐ County data
☐ Professional Groups
☐ Other ____________________
☐ Employment Development Dept.
☐ Research data

5. Are you familiar with the SCANS report? (see *What Work Requires of Schools: A SCANS Report for America 2000*, The Secretary's Commission on Achieving Necessary Skills, U.S. Department of Labor, June 1991.)

☐ Yes (continue with questions #6 - 10) ☐ No (go to question #11)

6. What parts of Competency 1 - Resources (*identifies, organizes, plans and allocates resources*) has your program implemented?

☐ **Time** - selects goal relevant activities, ranks them, allocates time, and prepares and follows schedule.
☐ **Money** - uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives.
☐ **Material and facilities** - acquires, stores, allocates, and uses materials and space efficiently.
☐ **Human resources** - assesses skills and distributes work accordingly, evaluates performance and provides feedback.

7. What parts of Competency 2 - Interpersonal (*works with others*)?

☐ **Participates as member of a team** - contributes to group effort.
☐ **Teaches others new skills** - helps others understand new concepts and tasks.
☐ **Serves clients/customers** - works to satisfy customers' expectations.
☐ **Exercises leadership** - communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies.
☐ **Negotiates** - works toward agreements involving exchange of resources, resolves divergent interests.
☐ **Works with diversity** - works well with men and women from diverse backgrounds.

8. What parts of Competency 3 - Information (*acquires and uses information*) ?

- ☐ **Acquires and evaluates information** - able to identify, assimilate, and integrate information from diverse sources.
- ☐ **Organizes and maintains information** - able to prepare, maintain, and interpret quantitative and qualitative records.
- ☐ **Interprets and communicates information** - able to convert information from one form to another and are comfortable conveying information, orally and in writing.
- ☐ **Uses computers to process information**- able to interact with computer equipment both to access and input information.

9. What parts of Competency 4 - Systems (*understands complex interrelationships*)?

- ☐ **Understands systems** - knows how social, organizational, and technological systems work and operates effectively with them.
- ☐ **Monitors and corrects performance** - distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems' performance and corrects malfunctions.
- ☐ **Improves or designs systems** - suggests modifications to existing systems and develops new or alternative systems to improve performance.

10. What parts of Competency 5 - Technology (*works with a variety of technologies*)?

- ☐ **Selects technology** - chooses procedures, tools, or equipment including computers and related technologies.
- ☐ **Applies technology to task** - understands overall intent and proper procedures for setup and operation of equipment.
- ☐ **Maintains and troubleshoots equipment** - prevents, identifies, or solves problems with equipment, including computers and other technologies.

CURRICULUM: PROGRAMS AND COURSES

11. Programs *(a group of courses designed for formal completion that may lead to a certificate)* are available in the following areas (check all applicable):

FASHION PROGRAMS

Courses only	**Certificate**		**Courses only**	**Certificate**	
☐	☐	Computer design	☐	☐	Fashion merchandising
☐	☐	Cosmetic specialist	☐	☐	Fashion stylist
☐	☐	Costume design	☐	☐	Image and color

☐	☐	Fashion communications
☐	☐	Fashion consultant
☐	☐	Fashion design/production
☐	☐	Fashion dressmaking and alteration
☐	☐	Modeling
☐	☐	Video merchandising
☐	☐	Visual merchandising
☐	☐	Other ________________

INTERIOR PROGRAMS meet FIDER guidelines in the following areas:

Courses only	Certificate	
☐	☐	Basic design
☐	☐	Business practice
☐	☐	History
☐	☐	Interior elements
☐	☐	Technical knowledge
☐	☐	Theory
☐	☐	Visual communication
☐	☐	Other________________

LIFE MANAGEMENT PROGRAMS

Courses only	Certificate	
☐	☐	Consumer Affairs
☐	☐	Consumer Economics
☐	☐	Consumer Issues
☐	☐	Credit and Investing
☐	☐	Equipment and Housing
☐	☐	Financial Management
☐	☐	Resource Management
☐	☐	Other________________

LIFESPAN PROGRAMS

Courses only	Certificate	
☐	☐	Administration/Supervision
☐	☐	Early Childhood Education
☐	☐	Family Day Care
☐	☐	Family Life Education
☐	☐	Foster Parenting
☐	☐	Gerontology
☐	☐	Multilingual/Multicultural Education
☐	☐	Human Development
☐	☐	Infant and Toddler Care
☐	☐	Respite Senior Care
☐	☐	School Age Child Care
☐	☐	Special Education
☐	☐	Other ________________

NUTRITION, FOODS AND HOSPITALITY PROGRAMS

Courses only	Certificate	
☐	☐	Catering
☐	☐	Chef/Institutional Cooking
☐	☐	Dietetic Service Supervision
☐	☐	Dietetic Technician Training
☐	☐	Food and Equipment Demonstration
☐	☐	Other________________
☐	☐	Food Server Training
☐	☐	Nutrition and Food
☐	☐	Nutrition, Health & Fitness
☐	☐	Pre-Dietetics
☐	☐	Restaurant/ Food Service Management

12. Course classifications include which of the following?

☐ adult education
☐ elective credit
☐ general education
☐ continuation education
☐ field experience/internship
☐ interdisciplinary

☐ lifelong learning
☐ vocational
☐ transfer

13. Course credit for work experience/internship in business/industry is found in:

☐ Course outlines
☐ Schedule of classes

14. Courses are identified and can tie in with articulation agreements as:

☐ Academic: BA/BS or advanced degrees
☐ Entry
☐ Technical: AA/AS degrees
☐ Advanced degree, certificate or professional training
☐ Occupational certificates

COURSE DESCRIPTIONS AND CORE COMPONENTS

15. Catalog course description and core components correspond to those identified in the Program Plan.

☐ Yes ☐ No

16. Courses in the catalog and schedule of classes are cross referenced so that students can identify the program requirements.

☐ Yes ☐ No

17. Students receive instruction in the following areas:

FASHION PROGRAMS

☐ construction/production
☐ merchandising
☐ RTW design
☐ other ____________
☐ costume &/or theater design
☐ promotion and/or consulting
☐ sales and services

INTERIORS PROGRAMS

☐ commercial design
☐ housing
☐ residential design
☐ environment
☐ merchandising
☐ other ____________

LIFE MANAGEMENT PROGRAMS

☐ changing nature of society
☐ financial management
☐ structure of families
☐ other ____________
☐ environmental quality
☐ resource and equipment management
☐ technological advances

LIFESPAN PROGRAMS

☐ adolescents
☐ elderly
☐ infants
☐ school aged children
☐ other ____________________
☐ adults
☐ families
☐ preschool children
☐ toddlers

NUTRITION, FOODS AND HOSPITALITY PROGRAMS

☐ commercial food service
☐ cultural variations and practices
☐ hospital and health care
☐ consumer awareness
☐ fitness, health, and wellness
☐ other ____________________

EVALUATION, ASSESSMENT AND ACCOUNTABILITY

18. A five year plan is in place and on file for programs.

☐ Yes ☐ No

19. The five year plan includes *(check those which apply)*:

☐ activities and timelines
☐ annual progress review
☐ evaluation of program progress
☐ identification of resources needed
☐ long range goals
☐ program specific objectives
☐ short term goals
☐ identification of implementer

20. The college meets AB 1725 hiring requirements.

☐ Yes ☐ No

21. Faculty have current work experience related to the courses they teach.

☐ Yes ☐ No

22. Evaluation of all faculty is completed at least every two years.

☐ Yes ☐ No

23. The college supports and faculty participate in staff development, continuing education and membership in professional associations in the following ways:

☐ are members of professional (trade) associations
☐ attend conferences/workshops
☐ enroll in continuing education
☐ keep current with needs/latest developments through work experience
☐ meet to share information
☐ participate in professional (trade) organization activities

24. Students participate and/or are encouraged to participate in:

- ☐ activities with allied professions
- ☐ professional associations
- ☐ other ______________
- ☐ developing relationships with industry
- ☐ professional workshops & conferences

ADVISORY COMMITTEE

25. The Advisory Committee is composed of representatives from the following areas:

- ☐ administration
- ☐ community agencies & organizations
- ☐ faculty
- ☐ individuals served by the college
- ☐ secondary institutions
- ☐ students
- ☐ business/industry
- ☐ community members
- ☐ counseling & placement centers
- ☐ four year institutions
- ☐ political representatives
- ☐ staff
- ☐ other ____________________

26. The Advisory Committee:

- ☐ Has members who are diverse in job skills and job titles, gender and culture.
- ☐ Is representative of the communities served.
- ☐ Keeps agendas and minutes of meetings on file.

27. The Advisory Committee assists programs by providing and/or advising on the following:

- ☐ career opportunities
- ☐ course offerings
- ☐ equipment purchases
- ☐ innovative practices
- ☐ quality indicators/oversight
- ☐ transfer/access issues
- ☐ community relations
- ☐ curriculum goals
- ☐ focus on instructional services
- ☐ job placement assistance
- ☐ resource allocation
- ☐ other ____________________

PLACEMENT AND FOLLOW-UP

28. Student-supervised field work includes a minimum of one semester of:

- ☐ college sponsored and supervised program
- ☐ selected community/industry internship
- ☐ college sponsored industry program
- ☐ none required

29. The following information is clearly communicated to potential students:

- ☐ assessment services
- ☐ entrance requirements
- ☐ graduation requirements
- ☐ procedures for advanced standing
- ☐ background of program success
- ☐ financial aid
- ☐ potential employment opportunities
- ☐ remedial and other assistance

30. Placement services include the following:

- ☐ Job placement is available on campus.
- ☐ Faculty work with placement services available on campus.
- ☐ Programs are publicized so community employers are aware of potential employees.
- ☐ Other ______________________________

31. Program accountability is documented by:

- ☐ Articulation agreements with four year institutions
- ☐ Business partnerships
- ☐ Employer surveys
- ☐ MIS data
- ☐ Student matriculation data
- ☐ Tracking of former students
- ☐ Articulation agreements with secondary institutions
- ☐ Campus program review
- ☐ Job placement data
- ☐ Student surveys & questionnaires
- ☐ Student transfer data
- ☐ Other ____________________

RESOURCES

32. Adequate equipment/resources are available in the following areas and include the following:

FASHION MERCHANDISING

- ☐ art supplies
- ☐ basic tools for measuring, cutting & attachment
- ☐ computers & related software
- ☐ display areas and display prop storage area
- ☐ fabric inventory
- ☐ fashion forecasting services
- ☐ light fixtures
- ☐ locking display windows
- ☐ mannequins, forms and costumers
- ☐ newspapers/fashion magazines
- ☐ paint box and paint supplies
- ☐ props
- ☐ racks, rounders, t-stands, grids
- ☐ ramps for modeling
- ☐ tool box
- ☐ work & prop room
- ☐ other ____________________

FASHION DESIGN, FASHION PRODUCTION

- ☐ buttonhole machine
- ☐ cutting knife or saw
- ☐ demo. table with mirror
- ☐ CAD &/or CAM lab & computers
- ☐ cutting table
- ☐ dress forms

- ☐ dressing room
- ☐ full length 3-way mirrors
- ☐ half-scale demo forms
- ☐ MacBeth noon day lighting
- ☐ pattern drafting tools
- ☐ presser
- ☐ sketch drawing boards and supplies
- ☐ dressing room
- ☐ grading machine
- ☐ hemmer
- ☐ overlook machine
- ☐ power sewing machines
- ☐ serger
- ☐ trade papers & predictives
- ☐ other ____________________

INTERIORS PROGRAMS

- ☐ blueprint machine
- ☐ chalk/white boards
- ☐ copy machine
- ☐ display cases & specialized lighting
- ☐ drafting tables (24x36)
- ☐ dry mount press & tacker
- ☐ mat cutter
- ☐ presentation supplies
- ☐ storage cabinets
- ☐ CAD systems
- ☐ computerized presentation eqpt.
- ☐ display boards
- ☐ drafting stools, posture swivel
- ☐ drafting supplies
- ☐ drafting tools & art media
- ☐ light box
- ☐ paper cutter
- ☐ standard/flat files
- ☐ other ____________________

LIFE MANAGEMENT PROGRAMS - N/A

CHILD CARE AND DEVELOPMENT PROGRAMS/LABORATORY SCHOOLS

- ☐ Adequate fencing exists.
- ☐ Adequate first aid supplies are readily accessible to adults, not children.
- ☐ Adults have current first aid and CPR training.
- ☐ Age appropriate emergency procedures are posted (fire, earthquake).
- ☐ Books/ materials are non-sexist, multicultural & of sufficient quantity and variety for group size.
- ☐ Building and playgrounds are free of hazards.
- ☐ Emergency procedures are in place. Protective barriers or gates exist.
- ☐ Equipment and materials are age and developmentally appropriate.
- ☐ Facility exceeds State of California licensing requirements.
- ☐ Indoor/outdoor environment that is safe and developmentally appropriate.
- ☐ Infant/toddler area includes sanitation procedures for diapering, hand washing, proper refrigeration and dish washing, etc.
- ☐ Materials are accessible to the children.
- ☐ Outdoor space provides shade, water, storage.
- ☐ Outdoor space has a variety of surfaces (grass & sand).
- ☐ Outdoor space is appropriate to age and special needs of children served.
- ☐ Program offered meets needs of students (eg. Full day vs. Part day programs; costs).
- ☐ School-age care provides appropriate adult supervision.
- ☐ Space is provided for privacy (solitary play).

- ☐ Temporary isolation area for ill children.
- ☐ Traffic patterns are well thought out.
- ☐ Other ______________________________

NUTRITION, FOODS AND HOSPITALITY PROGRAMS

- ☐ Equipment manuals, equipment specifications
- ☐ Food equipment supply establishments
- ☐ Food markets
- ☐ Food service establishments
- ☐ Laboratory classrooms equipped with commercial, large quantity food production
- ☐ Laboratory classrooms equipped with home-size food preparation equipment
- ☐ Microcomputer software
- ☐ Microcomputers and peripherals
- ☐ Nutrition lab
- ☐ Operational college cafeteria
- ☐ Other ______________________________

33. Adequate **instructional facilities** and supports exist including:

- ☐ Audio visual equipment (VCR, camera, monitor)
- ☐ Classroom and facilities for specialized areas with state-of-the-art equipment
- ☐ Computer lab with microcomputers, peripherals and software
- ☐ Equipment manuals, equipment specifications
- ☐ Laboratories with representative equipment
- ☐ Learning resource centers
- ☐ Lecture classrooms with lectern podium
- ☐ Library with print and video support; periodicals & other reference materials
- ☐ Media Center
- ☐ Opaque projector, overhead projector, slide projector
- ☐ Other ______________________________

34. Programs have the following **student support services**:

- ☐ Computer center
- ☐ Counselors, placement and other support staff
- ☐ Interpreting
- ☐ Media center
- ☐ Remedial instruction/learning center
- ☐ Tutoring (departmental and/or school-wide)
- ☐ Up-to-date library reference materials
- ☐ Other ______________________________

FACULTY/COUNSELORS/ADMINISTRATION

35. The following is true for faculty:

- ☐ Counselors and administrators are familiar with the goals, objectives, activities, enrollment policies, career paths and employment potential for programs.
- ☐ Faculty are aware of existing articulation agreements.
- ☐ Faculty get training to eliminate bias based on gender, age, race or disability.
- ☐ Faculty reflects the ethnic and cultural diversity of the student population.
- ☐ Faculty/staff participate in the budget process for the campus/district.
- ☐ Full time faculty are employed in the program.
- ☐ Individual faculty determines course textbooks, materials and curricula.
- ☐ Part time faculty are employed in the program.

EQUITY AND ACCESS

36. The following areas are free from bias and stereotypes concerning age, gender, disability and race:

- ☐ Counseling activities and materials
- ☐ Learning environment
- ☐ Entrance requirements
- ☐ Instruction
- ☐ Resource materials

37. Minority enrollments reflect district demographics for:

- ☐ African American
- ☐ Caucasian
- ☐ Native American
- ☐ Multiracial
- ☐ Asian
- ☐ Hispanic/Latino
- ☐ Pacific Islander
- ☐ Other ____________________

38. College registration procedures support open access and convenience for potential students through the following:

- ☐ Flexible schedules exist.
- ☐ Innovative delivery systems are available including: distance learning, compressed video, teleconferencing, etc.
- ☐ Program materials are available in languages other than English.
- ☐ Registration is available by computer.
- ☐ Registration is available by telephone.
- ☐ There is a balance of day/evening classes.
- ☐ Other ____________________

39. Persons from special population groups (as defined by VATEA):

☐ Are equitably represented in the enrollment.
☐ Have retention and graduation rates which do not vary significantly from the rate for all students in the program.

40. What are the program's strengths?

41. What aspects of this program need improvement?

42. What changes would you like to see in the program?

FCS SELF-STUDY AND ASSESSMENT
PROGRAM PLANNING STRATEGIES

ACTION TO BE TAKEN	SUPPORTS/RESOURCES NEEDED	PERSON(S) RESPONSIBLE	TIMELINE

PAGE ________ OF ________

Interior
Design/
Merchandising

Nutrition,
Foods and
Hospitality

CCC
Family and
Consumer
Sciences

Fashion

Lifespan
(Child
Development,
Family Studies,
Gerontology)

Life
Management

PROGRAM PLAN ARCHITECTS
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CCC Family and Consumer Sciences
Fashion
Life Management

PROGRAM PLAN REVISION ARCHITECTS

Revision of the...

California Community College
Family and Consumer Sciences Program Plan

Directory of Professional and Trade Organizations

Directory of California Community College
Family and Consumer Sciences and
Related Program Areas and Program Coordinators

was an intensive effort which was accomplished only through the commitment and participation of hundreds of professionals from all educational levels, business and industry, community agencies and the public sector.

Careful analysis and scrutiny of the 1992 issue of these publications spanned three years. Curriculum and course content, industry needs and practices, economic and societal issues and trends and California priorities for vocational education were thoughtfully addressed. The 1996 revised publications are the culmination of these efforts.

Sincere appreciation is expressed to each individual, organization and institution which contributed. A partial list of participants is shown on the following pages. Their gratification and yours will come through the implementation and improvement of these guidelines for standards of excellence in California Community College Family and Consumer Sciences Programs and the related program areas of:

Fashion
Interior Design/Merchandising
Life Management
Lifespan (Child Development, Family Studies, Gerontology)
Nutrition, Foods and Hospitality

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1995-96

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September 21-22, 1995

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Carol Stone, Fresno City College
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Jill Golden, Orange Coast College

Ruby Trow, Cal Poly Pomona
Francis Lynch, Columbia College
Jim Cage, Cage Associates

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Lynne Miller, Long Beach City College
Joann Driggers, Mt. San Antonio College

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Sandy Lampert, LA Mission College
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Bonnie Rader, CSU Long Beach

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Sandra Lampert, Life Management
Shirley Vernon, Nutrition and Foods
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Lifespan

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Sandy Bucknell, Modesto Jr. College

Cathie Robertson, Grossmont College
Eve-Marie Arce, Shasta College
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Pat Dorman, On The Capitol Doorstep
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Hazel Hill, San Joaquin Delta College
Cheryl Babler, Butte College
Linn Violett, Cosumnes River College
Bonnie Rader, CSU Long Beach

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Shirley Vernon, Evergreen Valley College
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1993-94

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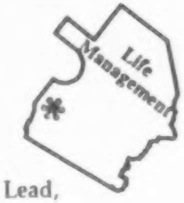

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Project Management and Staff

Interior
Design/
Merchandising
Fashion
Nutrition,
Foods and
Hospitality
CCC
Family and
Consumer
Sciences
Lifespan
(Child
Development
Family Studies
Gerontology)
Life
Management

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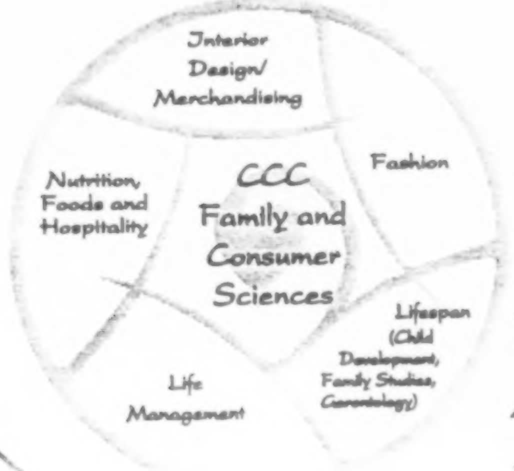
Interior Design/ Merchandising
Fashion
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CCC Family and Consumer Sciences
Lifespan (Child Development, Family Studies, Gerontology)
Life Management

LEADERSHIP 2000

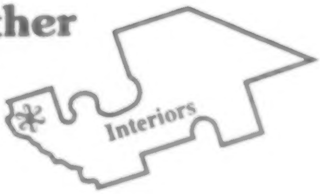
Lifespan
Fashion
Interiors
Nutrition & Food
Life Management

Life Management

Nutrition & Food

Fitting The Pieces Together

Hospitality



PARTNERSHIPS Teaming Up To Succeed

KALEIDOSCOPIC VIEWS
CALIFORNIA COMMUNITY COLLEGES CHE/ECE

GLOBAL VIEWS for 2001

Shaping The Future

A Plan For The Year 2000

Interior
Design/
Merchandising

Nutrition,
Foods and
Hospitality

CCC
Family and
Consumer
Sciences

Fashion

Lifespan
(Child
Development,
Family Studies,
Gerontology)

Life
Management

GLOSSARY

A definition and/or description of terms and acronyms used in the *California Community College Family and Consumer Sciences Program Plan, 1996*

GLOSSARY

AA/AS Degree Associate in Arts Degree, Associate in Science Degree. Organized plan and list of courses for the sole purpose of synthesizing all classes for the two-year lower division degree.

access Access is identified by evaluating the percentages of special populations students enrolled in vocational education programs as compared to the percentage of all vocational education students and in comparison to the total campus/district population. (Source, California State Plan for Carl D. Perkins VATEA Funds; 1994-1996).

accountability A careful plan developed by the staff to establish criteria of successful teaching and planning; account for the utilization of resources to achieve prescribed goals.

accreditation The process by which the institution and program of preparation have been evaluated by an agency established for that purpose by the profession and have been certified as meeting its standards of competence and accountability.

ADA Americans with Disabilities Act of 1990, legislation designed to enforce fair practices in all aspects of society for individuals with disabilities.

adult education Instruction designed to develop skills, understanding and attitudes, encompassing knowledge and information needed by adults or out-of-school youth over 16 years old; a process by which men and women, either alone or in groups, try to improve themselves by increasing their knowledge, skills or attitudes.

advisory committee A group of individuals selected to facilitate functional relationships between education and employers, labor unions, community agencies and related organizations as well as establish appropriate academic and occupational program standards.

all aspects of the industry As stated in the Carl Perkins VATEA, curriculum should reflect "all aspects of the industry" including planning, management, finances, technical and production skills, underlying principles of technology, labor and community issues, health and safety and environmental issues related to that industry.

apprenticeship training program Program registered with the U.S. Department of Labor (U.S.D.O.L.) or the state apprenticeship agency which is conducted or sponsored by an employer, or a joint apprenticeship committee representing both employers and a union, and which contains conditions for the qualification, recruitment, selection, employment and training of apprentices.

articulation Collaborative process through which the deliverers of vocational/occupational Family and Consumer Sciences Education in California define and delineate roles, responsibilities, relationships and interrelationships for each level of instruction; may include but not be limited to secondary schools, regional occupational centers/programs (ROC/Ps), community colleges, colleges and universities, business and industry and community based organizations.

BA/BS Degree Bachelor in Arts Degree, Bachelor in Science Degree.

boomerang children Grown children living at home with their parents.

California Articulation Number System (CAN) An intersegmental number system designed to identify courses most commonly transferred to meet lower division major preparation requirements and simplify the transfer process.

California Plan for Career-Vocational Education *Part I: Policy Directions, January 1989,* identifies priorities for vocational education K through postsecondary. *Part II: Implementation Strategies, March 1990,* delineates strategies to be addressed by all partners in vocational education. Sponsored by the California State Department of Education, Career-Vocational Education Division and the Chancellor's Office, California Community Colleges Vocational Education Unit (existing titles at the time).

California State Plan for Carl D. Perkins VATEA Funds 1994-96 The *California State Plan for Carl D. Perkins Vocational and Applied Technology Education Act Funds 1994-1996* provides a framework upon which to build the kinds of educational programs and services that meet the needs of an increasingly diverse population and those of a dynamic and rapidly changing economy. The plan focuses on the needs and priorities of its citizens in addition to meeting the compliance criteria outlined in the regulations.

CARE Cooperative Agency Resource for Education.

career brief A one page flyer which identifies a career/job title and includes job description, salary and future need.

career education Instruction that is designed to prepare students for entry into and advancement in the work force and includes vocational education, career awareness programs and programs wherein students gain on-the-job experience.

career path A number of jobs, positions and occupations through which individuals progress professionally; a visual means of identifying vertical and horizontal career opportunities.

CBO Community based organization.

CDE California Department of Education.

certificate program A specific program with varying unit value identified for the special purpose of employment or early completion of academic work; sometimes the core of an AA/AS Degree.

CFCS Certified Family & Consumer Scientist. A process of remaining current in the professional field through continuing education or professional development units. Validated by AAFCS (American Association of Family and Consumer Sciences).

CHE-HERO program Consumer & Home Economics – Home Economics Related Occupations. The two-fold secondary education programs and career paths.

CIP Classification of Instructional Programs. CIP is the second revision of the United States Department of Education's standard educational program classification system. This version supersedes all previous editions of the CIP, and will be used by the USDOE as its taxonomics standard for federal surveys and state reporting of institutional data, including program offerings, program financial data, staffing data, enrollments and completions. The 1990 CIP is also the accepted guide for data reported to the federal government by individual institutions and other educational providers. Implementation began with the 1991-92 academic year.

class One part of a course of instruction.

COCCC Chancellor's Office, California Community Colleges.

community services Activities and programs conducted for individuals, institutions and the community as a whole for the maintenance and improvement of learning social experiences.

COMPENDIUM The California Community College Family and Consumer Sciences (formerly Consumer Home Economics Education) statewide newsletter.

comprehensive core A group of courses which constitute the main subject matter curriculum for the program, complemented by additional courses for the local college and the community.

consumer User of resources of the community; buyer of goods and services.

continuing education The term applied to a form of approved (or required) education, usually part-time, taken by individuals who wish or are required to have additional formal study in the field in which they are employed.

contract education A mechanism for bringing the expertise of community colleges to businesses, agencies and other organizations. Drawing on diverse vocational and academic divisions, customized education and training is developed. Courses, seminars or workshops are offered economically to employees or members at a time and location convenient to them resulting in improved knowledge, performance and morale.

cooperative work experience education The combination of college study with on-the-job experience organized and coordinated by a community college to provide learning opportunities for students in business, industry and government. It is designed to develop skills and knowledge and to improve self-understanding by integrating classroom study with planned, supervised work experience.

core classes The required courses of a specific program.

core components Integral parts of courses to delineate the scope and sequence of instruction.

credential Part of a licensing process authorizing a person to engage in specified service. Value given to an academic course.

credits May be semester or quarter, based on the individual college schedules and a standard which defines number of hours a course contains.

curriculum A defined course of instruction offered in an area of specialization.

disadvantaged Individuals (other than individuals with disabilities) who have economic or academic disadvantages and who require special services and assistance in order to enable such individuals to succeed in vocational education programs. Such term includes individuals who are members of economically disadvantaged families, migrants, individuals of limited English proficiency and individuals who are dropouts from, or who are identified as potential dropouts from secondary school.

displaced homemaker An individual who 1) is an adult; and 2) (i) has worked as an adult primarily without remuneration to care for the home and family, and for that reason has diminished marketable skills; (ii) has been dependent on public assistance or on the income of a relative but is no longer supported by such income; (iii) is a parent whose youngest dependent child will become ineligible to receive assistance under the program for Aid to Families with Dependent Children under part A of title IV of the Social Security Act within 2 years of the parent's application for assistance under this Act; or (iv) is unemployed or underemployed and is experiencing difficulty in obtaining any employment or suitable employment, as appropriate, or 3) is a criminal offender.

diverse populations References the educational challenges and opportunities presented by a dramatically changing population in California which reflects enormous diversity. Such diversity may include culture, ethnicity, religious practices, physical and mentally disabled, economic and educationally disadvantaged, individuals whose primary language is not English, gender and gender preferences.

DOT Dictionary of Occupational Titles.

economically disadvantaged family or individual Such family or individual determined to be low income according to the latest available data from the Department of Commerce.

Ed>Net The Economic Development Network of the California Community Colleges is a statewide network established to focus on the training needs of California's workforce.

electives Recommended courses from which students might select to complement their study for a degree or certificate or to develop job specific skills.

emerging careers Occupations and employment opportunities which forecasting, long range planning and analysis of employment projections identify as those having future employment potential.

entry-level jobs Employment at the primary level, where workers are under direct supervision while gaining experience in a job or trade.

EOP&S Extended Opportunity Program and Services.

ERIC Educational Resources Information Center. An educational information system. The address for the ERIC Clearinghouse for Community Colleges is: UCLA, 3051 Moore Hall, P.O. Box 951521, Los Angeles, CA 90095-1521.

ESL English as a Second Language.

Family and Consumer Sciences At the community colleges, the Family and Consumer Sciences programs are designed to meet the needs of those who desire to work in a wide variety of human service areas. These programs focus on the relations between the physical, social, emotional and intellectual development of individuals in a variety of settings. Programs in this area include: Fashion, Interior Design/Merchandising, Life Management, Lifespan (Child Development, Family Studies, Gerontology), Nutrition, Foods and Hospitality.

family and consumer sciences A discipline that draws from the biological, physical and social sciences, and the humanities; content needed to help people solve problems related to food, clothing, shelter and relationships and that deals with the development of understanding, skills and attitudes essential to the improvement of individuals, families and community groups; enables families to function in their own strength.

FII Fund for Instructional Improvement (AB-1173).

"free sample" presentations Speaking to classes or groups on a topic that is taught in a class. May be used as a recruitment tool.

FTE Full-time equivalent.

full-time student (FTS) Generally accepted to be a student enrolled in 12 units or more per semester or 15 units or more per quarter.

GAIN (Greater Avenues for Independence) A comprehensive effort by the State of California to provide education, job training and support services to eligible welfare recipients.

general education A specific core of courses which covers those phases of learning which are the common experience of men and women; education gained through dealing with the personal and social problems with which all individuals are confronted.

Goals 2000 Educate America Act, national education reform legislation signed into law in 1994. The act defines eight national education goals that each state must work to achieve.

HACCP Hazard Analysis Critical Control Point. A method for assuring quality in the manufacture of food products.

Home Economics Careers and Technology Name for secondary Home Economics programs selected by the CDE to reflect the new focus and directions for secondary programs.

ICC Intersegmental Coordinating Council, serves to facilitate the transfer of students among the segments of secondary and post secondary education in California and to resolve issues related to articulation.

individual with disabilities An individual with any disability (as defined in section 3(2) of the Americans with Disabilities Act of 1990).

inservice Teacher education workshops, generally done within the institution; can be directed toward a specific group, a specific skill or discipline.

integrated academics VATEA guidelines clearly identify the need for an education and curriculum which integrates academic and vocational learning. Integrated academics, sometimes labeled applied academics, is an educational system that combines the best in vocational and academic learning, i.e. teaching academic foundation courses in a vocational setting.

interdisciplinary Involves two or more academic, scientific or artistic disciplines.

interior designer One who is qualified by education and experience to identify, research and creatively solve problems related to the function and quality of an individual's environment.

interior merchandising Includes sales and resource knowledge of furnishings, finishes and equipment used in the interior design profession.

JAPC Joint Advisory Policy Council on Vocational Education through 1993 provided articulation and coordination of vocational education by advising the State Board and the Board of Governors on policies, procedures, fund allocations, staff responsibilities, planning and program development. In 1994, Joint Advisory Committee on Vocational Education (JACVE) was created by the State Board of Education and the Board of Governors of the California Community Colleges to provide a forum for discussion of federally funded vocational education programs and services.

JTPA Job Training Partnership Act, legislation to establish programs to prepare youth and unskilled adults for entry into the labor force and to afford training to economically disadvantaged individuals and others facing serious barriers to employment and in need of training to obtain productive employment.

LEP Limited English Proficient.

levels Used in this *Program Plan* to designate progression of learning/preparation and employment from entry level to technical/certificate/AA/AS degree to BA/BS degree.

license A certificate which is issued by a competent authority certifying that the applicant has completed certain specified requirements.

lifelong learning The acquisition and expansion of new skills and concepts, in view of development which may be considered as a continual and orderly sequence of conditions that creates actions, new motives for actions and eventual patterns of behavior.

LMI/SFS Labor Market Information/Statewide Follow-up Study. A community college project designed to: 1) assess and establish a comprehensive, consistent, common and continuing source of LMI; 2) collect and display LMI data based on a match of occupations or jobs to the instructional programs of the community colleges and 3) develop and implement a student and employer follow-up system which collects classroom student and employer information.

MA/MS Degree Master in Arts Degree, Master in Science Degree.

mini-grant Competitive bid process for distributing VATEA, Title III, B CHE funds to local college programs when such funds were available. Awards ranged from a minimum of $5,000 to a maximum of $20,000. Mini-Grant applications addressed project specifications. Projects selected for funding were based on recommendations of Review Panels composed of Consumer/Home Economics peers.

multicultural A combination of several cultures.

multilingual Containing, expressed in, or able to use several languages.

NCRVE National Center for Research in Vocational Education, 2150 Shattuck Avenue, Suite 1250, Berkeley, CA 94704, (800) 762-4093, fax: (510) 642-2124, electronic mail: NCRVE@cmsa.berkeley.edu.

paraprofessional interior design technician One who is qualified by education or experience to assist an interior designer in illustration, installation, specification, estimating or merchandising; competency may include aspects of drafting, delineation of material or component selection, specification work, office administration or management; the academic training of the paraprofessional interior design technician is typically a two-year program.

part-time student A student enrolled for one to 11 units per semester or one to 14 units per quarter.

PDU Professional Development Units earned for certification through the American Association of Family and Consumer Sciences (formerly AHEA).

Carl D. Perkins Vocational and Applied Technology Education Act (VATEA), 1990 Federal legislation designed to make the United States more competitive in the world economy by developing more fully the academic and occupational skills of all segments of the population. This purpose will principally be achieved through concentrating resources on improving educational programs leading to academic and occupational skill competencies needed to work in a technologically advanced society. These federal funds may only be used for program improvement with the full participation of special populations. Funds are to be directed toward improvement of programs at sites serving the highest concentrations of students with special needs or of programs serving the largest number of students with special needs. To meet the requirements of the federal act, each funded program must: "Be of sufficient size and quality to be effective; Integrate vocational and academic competencies; and Provide equitable participation for special populations." And in addition, include strong experience and understanding of all aspects of the industry the students are preparing to enter.

pluralistic society Social pluralism emphasizes the multiplicity and variety of groups constituting society; coexistence of subgroups having different culture patterns within one social-economic-political group; emphasizes the value of a culture which is the product of the varied immigrant groups and peoples of that society.

postsecondary education Formal college instruction offered at the undergraduate and graduate levels.

program A sequence of courses leading to a defined objective such as a degree, certificate, diploma, license or transfer to another institution of higher education.

Project Funds Catalog A hard copy listing of the COCCC RFAs available and mailed to the designated contact at each community college. Listings are available via electronic communications.

provider number A number allocated by a professional organization for continuing education programs.

public policy Use of knowledge in the rational development of public activity or decision.

quality indicator Standard, criteria or guideline to indicate quality in programs, courses and classes.

R & R Resource & Referral, a referral service for parents to child care services; administer other services and workshops for child care providers.

RD Registered Dietitian.

recommended course options Classes which may be used in addition to required core to complete units within a discipline for a degree or certificate.

regionalization A process for strengthening an educational program through forming a consortium of colleges which enter into an agreement to plan, articulate and deliver instruction capitalizing on individual college strengths, instructional qualifications, facilities and equipment. Regionalization may afford increased flexibility and opportunity for students to achieve their educational goals.

RFA Request for Application.

RFP Request for Proposal.

ROC Regional Occupational Center.

ROP Regional Occupational Program.

SAM Student Accountability Model, a California community college system for coding vocational courses as a basis for reporting vocational enrollments.

sandwich generation Middle-aged generation caught between competing demands of aging parents and their own children.

SCANS Secretary's Commission on Achieving Necessary Skills, a study commissioned by the U.S. Department of Labor (DOL) to identify essential competencies and foundations of knowledge for successful employment.

School to Career Term used by California for School-To-Work.

School-To-Work Opportunities Act 1994 (STWOA) The purpose is to assist students in preparing for future jobs by giving them timely and accurate career information along with the opportunity to obtain high levels of academic and technical skills. Seeks to develop a system that enables students to move sequentially through various education programs to reach their occupational goal.

SCOVE State Council on Vocational Education, appointed by the Governor. Advises the Governor, State Board and public on the State Plan for Vocational Education priorities, distribution of funds and other related information.

sex (gender) equity The equal treatment of men and women; freedom from discrimination, bias or stereotyping based on gender; efforts made to overcome sex bias, sex discrimination and sex role stereotyping for men and women and to help individuals succeed in careers nontraditional for their gender.

single parent An individual who 1) is unmarried or legally separated from a spouse; and 2) (i) has a minor child or children for which the parent has either custody or joint custody; or (ii) is pregnant.

skip generation Non-traditional family in which children are raised by grandparents.

special populations Individuals with handicaps, educationally and economically disadvantaged individuals (including foster children), individuals with limited English proficiency, individuals who participate in programs designed to eliminate sex bias and individuals in correctional institutions as defined by VATEA.

standards An established measure, criteria, guideline or quality indicator.

T.Q.M. Total Quality Management.

Taxonomy of Programs (TOP) A classification of disciplines, subdisciplines and programs by which districts and colleges identify programs; used for all reports required by the Chancellor's Office, CCC; a common identification and definition for instructional programs.

Tech Prep programs Tech Prep education as defined by VATEA is a combined secondary and postsecondary program which a) leads to an associate degree or two-year certificate; b) provides technical preparation in at least one field of engineering technology, applied science, mechanical, industrial or practical art or trade, or agriculture, health or business; c) builds student competence in mathematics, science and communications (including through applied academics); and d) leads to placement in employment.

technology The science or study of the practical or industrial arts, applied sciences, etc.; the system by which a society provides its member's with those things needed or desired.

track A direction within a program which leads to a certificate, degree, or job placement.

transfer courses Courses offered at a community college which have been identified with the UC and CSU systems and granted a CAN or have been articulated as an equivalent course.

unit value Credits assigned to a specific course over either a quarter or semester of instruction.

VATEA Vocational and Applied Technology Education Act, Carl D. Perkins.

vocational education Organized educational programs offering a sequence of courses which are directly related to the preparation of individuals for paid or unpaid employment in current or emerging occupations requiring other than a baccalaureate or advanced degree. Such programs shall include competency-based applied learning which contributes to an individual's academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills and the occupational-specific skills necessary for economic independence as a productive and contributing member of society. Such terms also include applied technology education.

vocational student organizations Organizations for individuals enrolled in vocational education programs in educational institutions (middle school through higher education) which engage in activities as an integral part of the instructional program. Such organizations may have state and national units which aggregate the work and purposes of instruction in vocational education at the local level.

work based learning As defined in the School to Work Opportunities Act, 1994 (California School to Career) promotes educational systems which prepare students with skills and knowledge that allow them to enter and advance within a career and make the transition from school to work.

work experience Integrates work experience, internships, clinical experience, job shadowing, etc. with classroom instruction to provide practical application of subject matter theory/core components.

Directory of
Professional and Trade Organizations
1996

PARTNERSHIPS TEAMING UP TO SUCCEED

A description of professional and trade organizations related to Family and Consumer Sciences and specialized programs...
Designed to serve as an instructional and professional development resource.

This report is made pursuant to agreement number 95-0163. This project is supported by Carl D. Perkins Vocational and Applied Technology Education Act, P.L. 101-392, Title II, Part A and Title III, Part B funds, awarded to Mt. San Antonio College by the Chancellor's Office, California Community Colleges.

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PARTNERSHIPS

INTRODUCTION

In today's fast-moving, technologically changing world, community college Family and Consumer Sciences professionals must continuously revise instruction so that students can compete in the world of work. To do this, faculty need:

- State of the art information about the industry for which students are prepared;
- Professional development activities to up-date skills and the employment outlook;
- Opportunities for students to participate in the profession, including scholarships, internships and related work experience.

Professional and Trade organizations can help educators remain on the cutting edge of their discipline. This directory lists over 90 local, state and national organizations in various fields related to Family and Consumer Sciences and specialized fields.

To be listed, the organization's purpose, mission and program of work must be similar to that of one or all Family and Consumer Science program areas. The groups provide classroom materials, speakers, tours, research reports and/or informational publications. They may also provide student scholarships, opportunities for internships or work experience and professional development seminars, meetings and conferences and access to current equipment, supplies and other essential resources. Membership may be open to faculty and students.

Each chapter of this Program Plan lists professional and trade organizations related to that particular program area. These groups can easily be located in the alphabetical listing of this Directory.

This *Directory of Professional and Trade Organizations* lists only a sampling of the groups with information and services that can assist community college Family and Consumer Sciences professionals. Colleges are encouraged to tap this rich resource and expand it through adding other local, state and national organizations as they are identified and/or formed to meet priority needs.

Listing in the *Directory of Professional and Trade Organizations* was originally based on responses to a request for an organizational profile and contact information mailed in June, 1992 to a wide variety of home economics and related program area relevant groups both statewide and national. This revision reflects those original and additional listings which have been of value to California community colleges. Information included is based on that which was provided.

Local community colleges are encouraged to submit information on additional professional and trade organizations for distribution in COMPENDIUM and inclusion in future *Directory* revisions.

Directory of Professional and Trade Organizations, 1996

American Association of Family and Consumer Sciences (AAFCS)
(formerly AHEA) .... (800) 424-8080, (703) 706-4600
1555 King Street, Alexandria, VA 22314
The only national scientific and educational organization whose membership includes professionals in all areas of Family and Consumer Sciences/Home Economics. Membership includes state affiliation, *Journal of Family and Consumer Sciences Action*. Activities include annual meeting, public policy advocacy, scholarships and grants and a network of mentors and advisors. Publications in all areas of family and consumer sciences. Student memberships available.

American Association of Family and Consumer Sciences -
California Affiliate .... (916) 484-1709
2121 Mission Ave., Carmichael, CA 95608
Marjorie Mann, Executive Secretary
An affiliate of American Association of Family and Consumer Sciences. Educational and scientific organization dedicated to improving the quality of individual and family life through education, research, cooperative programs and public information. The voice of home economists from diverse fields, the Association provides integration, direction, continuity and unity of purpose throughout the profession.

American Association of Housing Educators (AAHE)
Family Economics/Justin Hall, KSU, Manhattan, KS 66506
Joyce Gregg, Executive Secretary.
Professional organization open to faculty in the area of housing. Dedicated to research, dissemination of findings and development of its members. Student involvement encouraged.

American Association for Marriage/Family Therapy (AAMFT) .... (202) 452-0109
1100 17th St. NW, 10th Floor, Washington, DC 20006
California Chapter: 2605 Camino del Rio South, Suite 200, San Diego, CA 92108
Non-profit, educational and scientific association whose members are marriage and family therapists. The Association promotes research, professional standards, improved education, support services and information.

American Association of Retired Persons (AARP) .... (310) 496-2277
3200 E. Carson Street, Lakewood, CA 90712
A non-profit social welfare, philanthropic, educational and scientific organization dedicated to helping older adults 55 and older to achieve independence, dignity and purpose. Actively promotes legislation and public policy in the best interest of older adults. Scholarships, and discounts on travel, insurance, prescriptions. *Modern Maturity Magazine and AARP Bulletin*.

American Correctional Food Service Association .... **(717) 233-2301**
2040 Chestnut Street, Harrisburg, PA 17104 **FAX: (717) 233-2790**
An organization of highly skilled, correctional food service professionals who are interested in the common goal of providing nutritious, cost effective meal service to the incarcerated population throughout the U.S. and Canada. Also, 300 vendor members.

American Council on Consumer Interest (ACCI) .... **(314) 882-3817**
240 Stanley Hall, UMC, Columbia, MO 65211
Anita Metzen, Executive Director
Professional organization seeking to promote the interests of consumers in the American economy by providing information to the consumer, producer and government on utilization of economic resources available to them. Promotes better consumer education and research on consumer issues and consumer related public policies. Members benefit from conferences and publications including *Journal of Consumer Affairs* and *ACCI Newsletter*. Student memberships available.

American Culinary Federation (ACF) .... **(800) 624-9458**
P. O. Box 3466, 10 San Bartola Road, St. Augustine, FL 32085
The organization of professional chefs, pastry chefs, culinary educators, cooks and related professionals serving the foodservice industry. The objective of the ACF is to promote the culinary profession and the advancement of its members. The objective of the American Culinary Federation Educational Institute (ACFEI) is to provide educational opportunities necessary to achieve professional growth.

American Dietetic Association (ADA) .... **(800) 877-1600**
216 W Jackson Blvd., Suite 800, Chicago, IL, 60606-6995
Beverly Bajus, Chief Operating Officer
Largest group of food and nutrition professionals in the world. Serves the public by promoting optimal nutrition, health and well-being. Membership includes registered dietitians, dietetic technicians registered (DTRs) and students. Sponsors legislative projects, publications and professional continuing education programs. Provides consumers with objective, credible nutrition information through toll-free hotline, National Nutrition Month and Nutrition Infocenter. Supports state licensure of dietetics practitioners, offers certification examination and awards credentials.

American Hospital Association/American Society
for Healthcare Food Service Administrators .... **(312) 422-3870**
One North Franklin, Chicago, IL 60606 **FAX: (312) 422-4581**
A professional organization of leaders in the field of health care food and nutrition services administration. The Society provides services and benefits that allow members to take a proactive leadership role in meeting the challenges of a rapidly changing environment.

American Hotel Foundation (AHF) .... **(202) 289-3180**
1201 New York Avenue, N.W., Ste. 600 **FAX: (202) 289-3199**
Washington, D.C. 20005
The nonprofit fundraising arm of the American Hotel and Motel Association. Its mission is to develop, maintain and distribute funds for education and research which will have a long-lasting, positive impact on the lodging industry. Recognizing the need for increased financial assistance to industry employees, the AHF is expanding its educational support programs to include hoteliers seeking to upgrade their skills, achieve certification, pursue a hospitality degree or advance their career development.

American Hotel and Motel Association (AH&MA) .... **(202-289-3100**
1201 New York Avenue, N.W., Washington, DC 20005-3931 **FAX: (202) 289-3155**
A federation that works in partnership with 52 member state associations. Its more than 10,000 member properties, representing more than 1.4 million guestrooms, have worldwide influence in the lodging industry. The AH&MA federation actively protects the industry's interests at the national level and works closely with state associations to address legislation affecting their areas. In addition, AH&MA maintains and disseminates industry data and strongly supports the educational needs of the industry through its Educational Institute.

American Institute of Architects (AIA) .... **(202) 626-7300**
1735 New York Ave. NW, Washington, DC 20006

American School Food Service Association (ASFSA) .... **(703) 739-3900**
1600 Duke St., 7th Floor, Alexandria, VA 22314-3436 **FAX: (703) 739-3915**
The national professional organization representig 65,000 members working in child nutrition programs at the state and local levels. Devoted to operating quality school foodservice and nutrition programs and providing proper nutrition education in public and nonprofit private schools.

American Society on Aging (ASA) .... **(415) 882-2910**
833 Market Street, Suite 516, San Francisco, CA 94103
Formerly Western Gerontological Society
An organization dedicated to understanding and responding to the challenges and opportunities for older people.

American Society of Interior Designers (ASID) .... **(202) 546-3480**
608 Massachusetts Ave., NE, Washington, DC 20002
Robert Angle, Executive Director
Aims are to: serve members, protect and inform the public, advance the profession, strengthen interaction with industry and allied professions and promote design excellence. Over 33,000 members including design practitioners, industry leaders and students. Offers certified professional development courses, awards scholarships and fellowships. Presents prestigious awards. Supports state level licensing efforts. Large national conference. *ASID Report* is published monthly.

American Society of Landscape Architects (ASLA) .... **(202) 686-2752**
4401 CF Ave. NW, Washington, DC 20009
Richard Murray
National professional organization to support and encourage landscape architects.

American Vocational Association (AVA) .... **(703) 683-3111**
1410 King Street, Alexandria, VA 22314 **FAX: (703) 683-7424**
Bret Lovejoy, Executive Director
National organization of 40,000 members serving vocational educators and institutions. Strong lobbying effort. Awards to outstanding members. *Vocational Education Journal* published 8 times each year.

Architectural Woodwork Institute (AWI)
2310 South Walter Reed Dr., Arlington, VA 22206-1199

Association of Image Consultants International (AICI) .... **(800) 383-8831**
509 Madison Ave., Suite 1400, New York, NY 10022
Connie Chaffey, Administrative Assistant
Worldwide, non-profit association of men and women from image, fashion and related industries. Members help individual clients and corporations attain optimum appearance and image, retailers and manufacturers develop and sell better merchandise and educators establish accredited image related programs. Members receive quarterly newsletter, directory, discounts on advertising and meetings, referrals and benefits of public relations efforts.

Association for Worksite Health Promotion .... **(708) 480-9574**
60 Revere Drive, Ste. 500, Northbrook, IL 60062 **FAX: (708) 480-9282**
Dedicated to enhancing the personal and organizational health and well-being of employees and their families, works to achieve its mission by: advocating the value of worksite health promotion to business and government leaders, supporting health promotion professionals through education, providing resources to those who offer health promotion at the worksite and serving as a catalyst to advance research in the field.

Business & Institutional Furniture Manufacturer's Association (BIFMA) .... **(616) 243-1681**
2335 Burton S.E., Grand Rapids, MI 49506

Business Home Economists
(formerly Home Economists in Business, HEIB) .... **(614) 890-4342**
5008-16 Pine Creek Drive, Westerville, OH 43081-4899 **FAX: (614) 895-3466**
Marlisa Bannister, Executive Director
Section of American Association of Family and Consumer Sciences. Members are graduate home economists employed by a wide spectrum of businesses and organizations including media outlets, manufacturers, advertising and public relations firms, food service companies, investor-owned utilities, trade associations,

banks, retailers and other service industries. Many members are self-employed consultants and entrepreneurs. Members keep current within the profession through regular meetings, newsletters, seminars, journals and professional contacts. Annual meeting provides top speakers, workshops and forums. Provides vehicle for maintaining Certified Family & Consumer Scientists (CFCS) designation. California groups are located in Los Angeles, San Francisco, Gold Country (Sacramento) and San Diego. Scholarships and awards. Student memberships available.

California Advocates for Residential Care, Inc. (CARC) .... (800) 222-3136
4974 N. Fresno, Suite 209, Fresno CA 93726
Provides continuing education for owners, administrators and staff working in the residential care area. Active representation in Sacramento for residential care legislation.

California Articulation Number System (CAN) .... (916) 929-2629
650 University Ave, Suite 102D, Sacramento, CA 95825
Carolyn Salls, Coordinator
Intersegmental number system designed to identify courses most commonly transferred to meet lower division major preparation requirements. Based on a network of faculty-approved course articulation agreements, CAN simplifies transfer process and increases the quantity and quality of curricular articulation. Comparable courses identified with CAN are accepted and used at 2- and 4-year California colleges and universities.

California Association of Residential Care Homes (CAARCH) .... (800) 445-3738
PO Box 14565, Long Beach, CA 90803
Provides continuing education for owners, administrators and staff working in the residential care area. Active representation in Sacramento for residential care legislation.

California Associations of Vocational Educators (CAVE) .... (209) 442-8289
Address varies with new officers.
A coalition of organizations concerned with vocational education in California. Member groups are from all areas of vocational education. Unity meetings, annual conference, advocacy in California legislature. Affiliated with American Vocational Association.

California Community College Association of Occupational Education (CCCAOE)
Address varies with new officers.
Formerly an organization of occupational administrators, CCCAOE has taken a new direction to include all occupational educators. In-service, two annual meetings for the purpose of updating occupational education information, advocates in public policy formation and implementation. Ten regions coordinate with economic development regions. Work cooperatively within regions to oversee program approval and quality standards and recommendations for placement/distritution of VATEA funds.

California Community College Early Childhood Educators (CCCECE) .... **(805) 259-7800**
Address varies with new officers.
An organization comprised of faculty of child development and early childhood education programs and child development center staff in California community colleges.

California Department of Education (CDE) .... **(916) 322-5429**
Janice DeBenedetti, Administrator, Middle Grade Curriculum Development Unit
721 Capitol Mall, 4th Floor, Sacramento, CA 95814
Home Economics Careers and Technology resource contact.

California Dietetic Association (CDA) .... **(310) 822-0177**
7740 Manchester Ave., Suite 102, Playa del Rey, CA 90293
Eileen Packer, R.D., Executive Director
Affiliated with American Dietetic Association. Dedicated to promotion of healthy lifestyle for Californians through informed food decisions and delivery of food/nutrition services by qualified dietetic professionals. Provides members with framework for networking, support system for leadership development, forum for discussion, opportunity to meet continuing education needs and professional growth. Referral service for physicians and patients to dietitians. Offers scholarships to students and interns. Awards distinguished service of members.

California Restaurant Association (CRA) .... **(213) 384-1200**
3789 Wilshire Blvd., Suite 600, Los Angeles, CA 90010

Chancellor's Office, California Community Colleges (COCCC) .... **(916) 445-0486**
1107 9th Street, Suite 900, Sacramento, CA 95814
Peggy Sprout Olivier, Family and Consumer Sciences (Consumer Home Economcs Education) program coordinator.

Commercial Residential Care Association of California (CRCAC) ..... **(916) 455-0723**
PO Box 163270, Sacramento, CA 95816
Charles W. Skoien, Jr and Marty Hampton
Represents the community residential care homes in California serving the elderly, mentally ill, developmentally disabled and foster care. Non-medical facilities providing custodial care. Association lobbies for the industry, provides training and telephone consultation with members.

Consortium of Family Organizations (COFO) .... **(202) 347-1124**
1319 F Street NW, #606, Washington, DC 20004
Consists of American Association for Marriage and Family Therapy, American Association of Family and Consumer Sciences, Family Resource Coalition, Family Service American and National Council of Family Relations. Non-partisan consortium committed to the promotion of a family perspective in public policy and human services. Collectively comprises nearly 50,000 family professionals, faculty

members in every major university in the nation, 300 family agencies and more than 2,000 family resource programs providing services to millions of families annually. Co-sponsors monthly series of family impact seminars in Washington. Active involvement in public policy issues. Report published three times a year, addresses current legislation and programs that affect families to assist policy makers in evaluating legislation and social programs from a family perspective.

Consumer Credit Counseling Service
National Foundation for Consumer Credit .... (301) 589-5600
(800) 388-2227 (Referral to local service)
A non profit foundation which assists consumers in getting out of debt by handling payments and negotiating with creditors. Also has an educational component.

Costume Society of America (CSA) .... (301) 275-2329
55 Edgewater Drive, PO Box 73, Earleville, MD 21919
Established in 1973 to advance the global understanding of all aspects of dress and appearance, to provide access to a national network of individuals and institutions interested in studying, collecting, preserving and creating costume. It also publishes *Dress*, an annual scholarly journal, *CSA News*, a quarterly newsletter and a membership directory. This organization funds the Stella Blum Research Grant and the Adele Filene Purse for students and the Millia Davenport Publication Award for professionals, organizes national/regional symposia and sponsors international costume study tours.

Council on Hotel, Restaurant & Institutional Education (CHRIE) ...... (202) 331-5990
1200 17th Street NW, Washington, DC 20036-3097 **FAX: (202) 785-2511**
A nonprofit association for schools, colleges and universities offering programs in hotel, restaurant, foodservice management and culinary arts. It has expanded its focus to include facilitating exchanges of information, ideas, research, products and services related to education, training and human resource development for the hospitality and tourism industry.

Dairy Council of California (DCC) .... (714) 558-4614
1570 E. 17th St., Suite C, Santa Ana, CA 92701
Linda Brown, Regional Manager
Provides educational programs and print materials designed to promote good nutrition. Films, guest speakers.

Dietary Managers Association (DMA)
4410 West Roosevelt Road, Hillside, IL 60162-2077

The Educational Foundation of the National Restaurant Association .... **(312) 715-5367**
250 South Wacker Drive, Ste. 1400, Chicago, IL 60606-5834 **FAX: (312) 715-0220**
Committed to industry leadership in quality education through product innovation and exemplary customer service. It is the educational arm of the National Restaurant Association.

Educational Institute of the American Hotel & Motel Association ..... (517) 353-5500
P. O. Box 1240, East Lansing, MI 48826-1240 **FAX: (517) 353-5527**
The Educational Institute helps train, educate and advance the careers of current and future workers in the hospitality industry. A nonprofit educational foundation of AH&MA, the Institute's courses, programs and books are designed to improve skills and knowledge, preparing individuals for management positions. Industry-driven course materials developed by the Institute are currently used for correspondence study by students in over 120 countries and by more than 1,000 universities, community colleges and vocational schools in the United States and abroad. EI hospitality courses, training videos and seminars are also used in thousand of hotels, motels, restaurants and governmental agencies throughout the world. Since its founding in 1952, nearly two million individuals have taken advantage of the Educational Institute's programs, distinguishing it as the world's largest educational resource center for the hospitality profession.

Employment Training Panel (ETP) .... (916) 654-9072
PO Box 826880, Sacramento CA 94280-0001
Gerald G. Geismar, Executive Director
Created by the California Legislature in 1982 as a cooperative business-labor program. Assists business in obtaining skilled workers needed by funding training for new and existing employees. Does not do training. Contracts with businesses and training agencies to provide training. Priorities are 1) new hire training and retraining for workers who have received notification of layoff, 2) retraining of individuals employed by small businesses, 3) retraining for workers threatened by competition from outside the state, 4) all others.

Environmental Design Research Association, Inc. (EDRA) .... (301) 657-2651
L'Enfant Plaza Station, P.O. Box 23129, Washington, DC 20024

Fashion Group International (FGI) .... (212) 247-3940
9 Rockefeller Plaza, New York, NY 10020
An international group of women who work in all aspects of the fashion and textile industry. Professional development, conferences, networking opportunities, scholarships.

Food and Nutrition Science Alliance (FANSA) .... (312) 782-8424
c/o Institute of Food Technologists FAX: (312) 782-8348
221 North LaSalle Street, Chicago, IL 60601
A partnership of four professional scientific societies (IFT, AIN, ASCA and ADA) who have joined forces to speak with one voice on food and nutrition science issues. FANSA's combined membership includes more than 99,000 food, nutrition and medical practitioners and scientists.

Foundation for Interior Design Education & Research (FIDER) .... (616) 458-0400
60 Monroe Center NW, Grand Rapids, MI 49503
Kayem Dunn, Executive Director
Established by interior design professional associations to provide quality assurances concerning educational preparation of members of the profession. Grants accreditation and reviews accredited programs. Publishes directory of 96 currently accredited programs. Nonprofit organization supported by associations and industry.

Future Homemakers of America/Home Economics Related Occupations (FHA-HERO) .... (703) 476-4900
1910 Association Drive, Reston, VA 22091
Student organization at the secondary level that promotes leadership development in home economics occupations. Competitions, scholarships, conventions.

Generations Together
440 First St. NW, Ste. 310, Washington, DC 20061-2085
A coalition of over 100 national organizations engaged in intergenerational issues and programs. Generations Together's Intergenerational Studies Resource Center houses an abundant reference collection of print and media materials describing intergenerational initiatives throughout the United States. The Resource Center serves as a clearinghouse for new and existing intergenerational information including over 25 intergenerational newsletters. Electronic access to the Center's full collection is available. Generations Together publishes over 60 print and media pieces covering the intergenerational studies field: journal articles, curricula, manuals, reports on research and evaluation, video tapes and bibliographies. A Publications Catalog which lists these items is accessible through the World Wide Web.

Generations Together Research Foundation .... (412) 648-7150
University of Pittsburg
121 University Place, Pittsburg, PA 15260
Sally Newman, Director
Chris Ward, Assistant Director

Home Economics Education Associaton (HEEA) .... **(202) 822-7844**
1201 16th Street NE, Washington, DC 20036

Home Economics Teachers of California (HETAC) .... **(510) 672-1915**
Address varies with new officers
Judy Moon, President/Executive Officer through 1997-98
121 Regency Drive, Clayton, CA 94517, Mt. Diablo H.S. (510) 798-0882
Membership open to all secondary home economics teachers in California. Strong lobbying effort. Newsletter, summer conference, awards, scholarships. Supports California home economics youth organization (FHA/HERO).

Illumination Engineering Society (IES) .... **(212) 248-5000**
120 Wall Street, 17th Floor, New York, NY 10005-4001
Recognized authority on lighting in North America and a leader of the world's technical lighting societies. Represents every segment of the lighting industry from designer to manufacturer. Sets standards and recommends practices which affect the public and lighting professional alike. Sponsors meetings, conferences and seminars to encourage members to gain new insights. Awards and honors recognize contributions to the field. Benefits of membership include professional development, networking, access to computerized information retrieval database, savings and discounts.

Institute of Food Technologists (IFT) .... **(312) 782-8424, FAX: (312) 782-8348**
221 North LaSalle Street, Chicago, IL 60601
A nonprofit scientific society with 28,000 members working in food science, technology and related professions in industry, academia and government. Divisions reflect specialized interest such as nutrition, with over 1500 members, toxicology, food service and education.
Southern California Chapter (SCIFT)
2687 Orange-Olive Rd., Orange, CA 92665

Interior Design Educators Council (IDEC) .... **(312) 527-0517**
PO Box 3433, Chicago, IL 60654-0433
Dedicated to advancement of education and research in interior design. Concentrates on establishing and strengthening lines of communication among educators, practitioners, educational institutions and other organizations concerned with interior design education. Education services include bibliography, career guidance brochures, slide sets, student competition review and scholarships. Members benefit from the *Journal of Interior Design Education and Research*, networks and meetings.

Interior Designers of Canada (IDC) .... **(416) 964-0906**
260 King St. East, #506, Toronto, Ontario CANADA M5A 1K3

The Interior Design Society (IDS) .... **(919) 883-1650**
P.O. Box 2396, Highpoint, NC 27261

International Association of Financial Planners (IAFP)
5775 Peachtree Dunwoody Rd., #120-C., Atlanta, GA 30342
An organization which promotes forums and education on financial planning and on financial/investment products, including insurance.

International Association of Lighting Designers (IALD) .... **(212) 206-1281**
18 E 16th Street, Suite 208, New York, NY 10003
Maria Belerra, Administrator
Serves professional interests of lighting designers and communicates the benefits of designed lighting. Supports the principle that successful lighting design combines aesthetic sensitivity and technical knowledge. Membership is limited to lighting designers in professional firms and related fields. Focuses on education, professional development, energy and networking. Internship program. Sponsors Masters Program in Illumination Studies at Penn State University and Lightfair – international lighting exposition. Extensive awards program recognizes designers. *IALD News* is Association newsletter.

International Facility Management Assn. (IFMA)
11 Greenway Plaza, Ste. 1410, Houston, TX 77046

International Federation of Interior Designers (IFI) ....**(020) 276820**
P. O. Box 19126, 1000 CG Amsterdam, Nederland

International Furnishings & Design Association (IFDA) .... **(214) 747-2406**
107 World Trade Center, PO Box 58045, Dallas, TX, 75258
Pamela L. Donahoe, Executive Director
International Association of executives representing diverse industries related to residential and commercial furnishings and design. Provides professional growth of members and contributes to awareness and public acceptance of these industries. Promotes cooperative working relationships through effective communication and educational programs.

International Interior Design Association (IIDA) .... **(312) 467-1950**
341 Merchandise Mart, Chicago, IL 60654
The mission of IIDA is to enhance the quality of life through excellence in interior design and advance interior design through knowledge. The three professional design associations – Council of Federal Interior Designers, Institute of Business Designers and International Society of Interior Designers – unified into a single organization on July 1, 1994, selecting the name International Interior Design Association. This professional network represents over 8,000 members.

International Textile & Apparel Association, Inc. (ITAA) .... **(719) 488-3716**
PO Box 1360, Monument, CO 80132-1360
Sandra Hutton, Executive Director
Formerly Association of College Professors of Textiles and Clothing (ACTPC), this educational and scientific organization provides opportunities for interaction among textile, apparel and retail scholars. Encourages research and disseminates information through workshops, meetings and publications. Membership open to those with bachelor's or advanced degree from accredited institution with specialization in textiles and apparel or related discipline who are currently in resident instruction, administration, research or serve as a state extension specialist at an accredited institution.

Institute of Store Planners (ISP) .... **(914) 332-1806**
25 N. Broadway, Tarrytown, NY 10591

National Association of Catering Executives (NACE)
Box 18064, Orlando, FL 32860

National Association for Education of Young Children (NAEYC) ...... **(800) 424-2460**
1834 Connecticut Ave. NW, Washington, DC 20009 **(202) 232-8777**
Nonprofit organization concerned with the quality of education offered to young children in this society. Its purposes are to encourage research, educational improvement and improved communication among groups interested in the education of young children. A wide variety of publications reporting research findings are available. A large national conference brings together professionals working in all areas related to childhood education. Student membership is encouraged. Scholarships are offered.

National Association of WIC Directors (NAWD) .... **(202) 232-5492**
P. O. Box 53405, Washington, DC 20009 **FAX: (202) 387-5281**
A nonprofit, voluntary organization of state and local directors and nutrition coordinators working in the WIC Program. NAWD is committed to maximizing WIC Program resources.

National Coalition for Consumer Education (NCCE) .... **(201) 635-1916**
434 Main St., Chatham, NJ 07928
Eileen Hemphill, President
A non-profit organization open to individuals, organizations, companies, agencies, media educators and international friends interested in consumer education and consumer literacy. Benefits of membership include newsletter, membership directory, reduced rates on NCCE and other publications, reports and conferences, consideration for grants and more. Goals include state programs on specific consumer issues; joint projects with trade and professional groups, business and government agencies; national and international conferences; consumer education internship program and others.

National Council for Administrators of Home Economics (NCAHE)
Box 70671, Johnson City, TN 37614-0671
Address varies with new officers.

Mission is to provide leadership for the home economics profession in higher education. Open to all chief administrators of the home economics unit in institutions granting bachelor's degrees with a major in home economics. Benefits include newsletters, annual meeting.

National Council for Interior Design Qualification (NCIDQ) .... (914) 948-9100
50 Main Street, White Plains, NY 10606

Serves to identify to the public those interior designers who have met the minimum standards for professional practice by passing the NCIDQ examination.

National Council on Aging .... (202) 479-1200
409 Third Street SW, Washington, DC 20024-3212

An organization which is concerned with the needs of the aging community. Sponsors workshops and forums, retiree programs, retirement planning and publications on issues related to aging.

National Council on Family Relations (NCFR) .... (612) 781-9331
Minneapolis, MN

Organization dedicated to accreditation of university programs. Sets standards for family life education programs which have implications for articulation. Annual convention, publications, professional development activities.

National Restaurant Association (NRA) .... (800) 424-5156
311 First Street NW, Washington, DC 20001

National Society for Healthcare Foodservice Management .... (202) 546-7236
204 E Street NE, Washington, DC 20002 **FAX: (202) 547-6348**

Provides benchmarking, marketing, professional development and other services to professionals who manage health care foodservice in self-operated facilities. Newsletters, directory, successful operations guide, national training conference and local meetings also are provided.

North American Association of Food Equipment Manufacturers (NAFEM) .... (312) 644-6610
401 North Michigan Avenue, Chicago, IL 60611 **FAX: (312) 527-6658**

NAFEM promotes, develops and communicates cooperative programs and activities that will improve the level of professionalism and provide a vehicle for broadening knowledge of members and affiliates within the global foodservice equipment and supplies industry.

Professional Association for Childhood Education (PACE) .... **(800) 924-2460**
50 First Street, Suite 300, San Francisco, CA 94105-2411 **(415) 764-4805**
A non-profit, tax-exempt organization, established to maintain high standards of child care and early childhood education. PACE is a statewide association which serves all categories of licensed/regulated child care centers. Offers professional networking, a bi-monthly newsletter, *The Pacesetter*, annual membership directory and legislative representation at all government levels.

Residential Care Society (RCS) .... **(800) 339-2218, (714) 361-9047**
PO Box 5378, San Clemente, CA 92674
Provides continuing education for owners, administrators and staff working in the residential care area. Active representation in Sacramento for residential care legislation.

Retail Merchandising Service, Inc. (RMS) .... **(714) 688-4301**
6600 Jurupa Ave., Riverside, CA 92504

Roundtable for Women in Foodservice (RWF) .... **(818) 812-6555**
5800 Ayala Ave., Irwindale, CA 91706
A nonprofit organization established to promote networking among women in the foodservice industry. The major focus is to support scholarships for women in foodservice.

San Francisco Fashion Industries (SFFI) .... **(415) 621-6100**
699 Eighth Street, Suite 6256, San Francisco, CA 94103
Randall Harris, Executive Director
Dedicated to promoting the interests of the fashion industry in northern California. Fosters growth and industry health through education, public service, legislative advocacy and promotion of northern California as a fashion center. Offers employment screening and referrals, educational seminars and meetings, publications and media relations programs. Supports San Francisco Clothing Bank to clothe homeless and needy.

Society of Architectural Historians (SAH) .... **(215) 735-0224, (213) 243-5169**
1232 Pine St., Philadelphia, PA 19107-5944
David Bahlman, Executive Director
Southern California Chapter: Hollyhock House, 4808 Hollywood Blvd., Los Angeles, CA 90027-5302
A non-profit educational association of architectural historians, historians, architects, landscape architects, interior designers, planners and others interested in the built environment. Collaborates with like-minded professional organizations, historical societies and neighborhood groups to research and speak out on preservation issues of regional, state and national significance. Southern California Chapter offers dozens of tours, lectures, symposia, workshops and other activities related to Southern California's rich architectural heritage. Of interest to anyone in interior

design who is working with historic properties, designing period sets for television and film or creating a traditional or post-modern interior quoting from past models.

Society of Consumer Affairs Professionals in Business (SOCAP) ...... (703) 519-3700
4900 Leesburg Pike, Suite 400, Alexandria, VA 22302
Greater L.A. Chapter: Lona Crommet, *SOCAP News*
7893 Whitney Court, Fontana, CA 92336
Organization of professionals who work in all areas related to consumer affairs. Affiliated student associations, scholarships and internships, placement opportunities for students, professional development.

Society for Foodservice Management (SFM) .... (502) 583-3783, FAX: (502) 589-3602
304 West Liberty St., #201, Louisville, KY 40202
A professional society of individuals employed in or providing services to the noncommercial foodservice industry. The principle role is to enhance the ability of members to achieve career and business objectives through education, information and peer contacts in an ethical, responsible and professional climate.

Society for Nutrition Education (SNE) .... (612) 854-6873
2001 Kellebrew Dr., Ste. 340, Minneapolis, MN 55425-1882 **FAX: (612) 857-7869**
Promotes the nutritional well-being of people through improved practice in education, research and public policy. There are currently about 2100 members in the U.S., Canada, Mexico and outside North America.

State Job Training Coordinating Council (SJTCC) .... (916) 654-6836
P. O. Box 826880, MIC 67, Sacramento, CA 94280
Internet Home Page: http://www.sjtcc.cahwnet.gov
Dean Smith, Executive Director
Encourages full participation and State/local collaboration as it seeks to integrate California's employment, education and training services. The goal is to create a "seamless" user-friendly system that emphasizes life-long learning, supports economic development and provides quality training and education to California's current, transitional and future workforces so that they can maintain economic independence.

USDA: Child Nutrition Task Force USDA Food and Consumer Service Program .... (609) 259-5050
300 Corporate Boulevard, Robbinsville, NJ 08691-1598 **FAX: (609) 529-5147**
The U.S. Department of Agriculture's Food and Consumer Service is forging partnerships with public and private organizations through team nutrition to promote school meals that foster healthful lifestyles and meet the Dietary Guidelines for Americans.

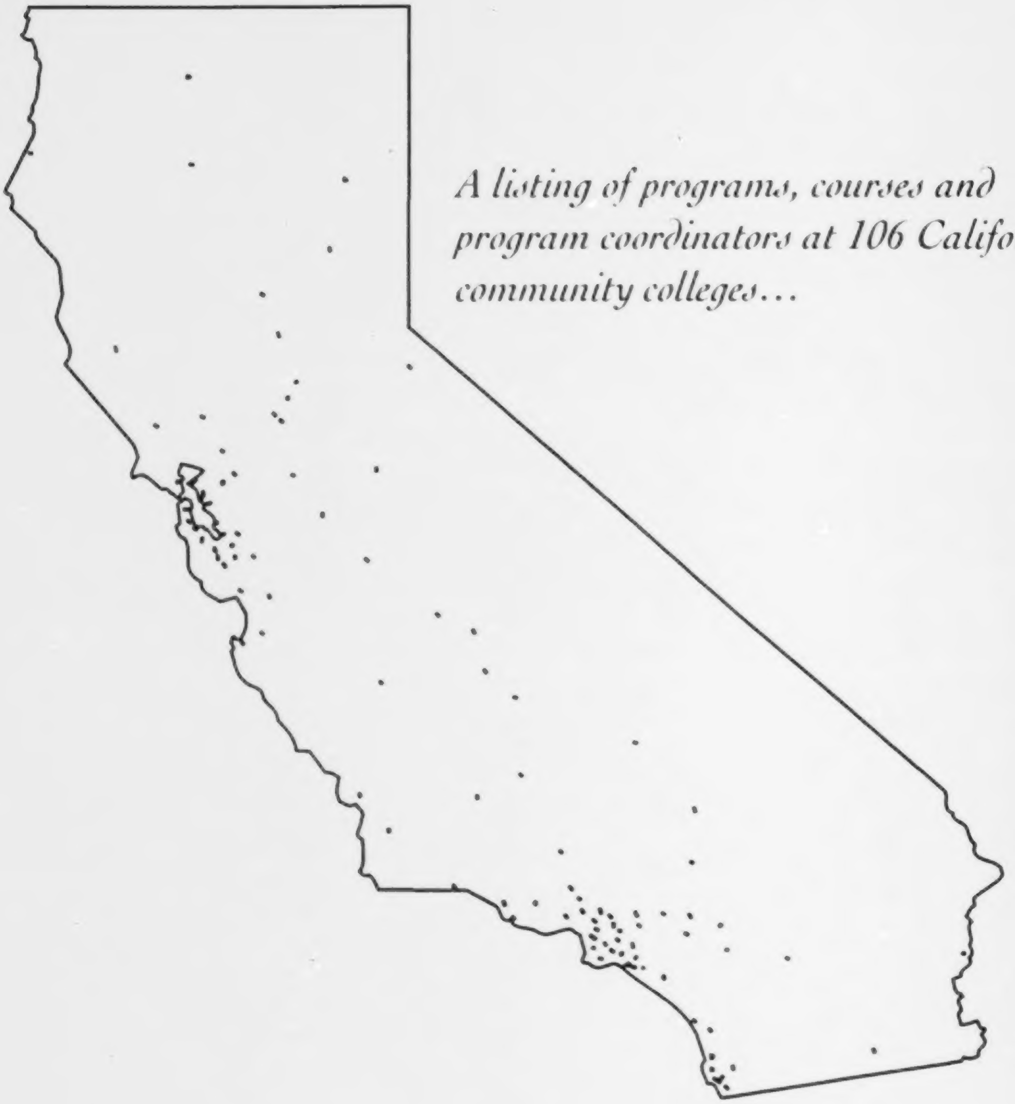
USDA, Midwest Region Food and Consumer Service
5-Star Child Nutrition .... (312) 886-5519
77 West Jackson Boulevard, 20th Floor, Chicago, IL 60604-3507 **FAX: (312) 353-4108**
The Midwest 5-Star Child Nutrition Program team, composed of school food service, state and federal professionals, association and university dietitians and teachers, encourages the development of lifelong, healthy eating habits through service of nutritious food, marketing and provision of nutrition education and training.

The Vegetarian Resource Group .... (410) 366-3843
P. O. Box 1463, Baltimore, MD 21203 **FAX: (410) 366-8804**
Resources include *Vegetarian Journal* magazine; speaker referral; *Foodservice Update* newsletter; books, including *Simply Vegan, The Lowfat Jewish Vegetarian Cookbook* and *Simple, Lowfat & Vegetarian;* and brochures such as *Vegetarian Nutrition for Teenagers, Heart Healthy Eating Tips* and *Una Dieta Vegetariana* (Spanish).

Western Region Home Management/Family Economy Educators (WR/HMFEE)
Department of Family Studies, College of Education, University of New Mexico, Albuquerque, NM 87131, Attn: Pam Olson.
A group of college educators of home management and family economics. Holds conferences and meetings at which research studies are reported.

Women in Design (WID)
4240 Stern Avenue, Sherman Oaks, CA 91423

World Health Organization (WHO)
1211 Geneva 27, Switzerland



A listing of programs, courses and program coordinators at 106 California community colleges...

California Community College Directory of Family and Consumer Sciences and Related Program Areas and Program Coordinators

1996

This report is made pursuant to agreement number 95-0163. This project is supported by Carl D. Perkins Vocational and Applied Technology Education Act, P.L. 101-392, Title II, Part A and Title III, Part B funds, awarded to Mt. San Antonio College by the Chancellor's Office, California Community Colleges.

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"No person shall, on the grounds of sex, race, color, national origin or handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under this project."

Interior Design/ Merchandising
Fashion
Nutrition, Foods and Hospitality
CCC Family and Consumer Sciences
Lifespan (Child Development, Family Studies, Gerontology)
Life Management

CALIFORNIA COMMUNITY COLLEGE DIRECTORY of FAMILY and CONSUMER SCIENCES and RELATED PROGRAM AREAS and PROGRAM COORDINATORS

INTRODUCTION

The *California Community College Directory of Family and Consumer Sciences and Related Program Areas and Program Coordinators, 1996* revision, was produced to serve as a useful resource to local colleges. The Directory has been reformatted. Listings are organized by Taxonomy of Program (TOP) Codes, February 1995, Fifth Edition and include all programs under TOP 13.

Each college is listed on a separate page. Information includes: college name, address and telephone number; the Family and Consumer Sciences contact(s) designated by the college, their title and telephone, fax and Email numbers; programs available, the coordinator(s) and if the program is a certificate or degree program. Numbers of full-time (FT) and part-time (PT) faculty are identified for each program. The number of students majoring in each program is also included.

CAN (California Articulation Number) courses which the college articulates are listed by generic and college specific title.

Information for the directory listings was requested from 107 California community colleges. Listings are based on responses received and are as current as possible. Colleges are encouraged to send updates, revisions and additions to:

CHANCELLOR'S OFFICE, CALIFORNIA COMMUNITY COLLEGES
1107 9th Street, 9th Floor
Sacramento, CA 95814
Attn: Peggy Sprout Olivier, Program Coordinator

Key To Directory Listings

Program or Course

TOP 13 Consumer Education and Home Economics
(Recommended title change: Family and Consumer Sciences)

Consumer Education and Home Economics: (Transfer)	1301.00
Interiors: (Environment, Design, Merchandising)	1302.00
Fashion:	1303.00
Fashion Design	1303.10
Fashion Merchandising	1303.20
Fashion Production	1303.30
Life Management:	1304.00
Lifespan:	1305.00
Child Development and Lab	1305.10
Exceptional Child	1305.20
Gerontology	1305.30
Nanny Training	1305.40
Nutrition and Food:	1306.00
Restaurant and Food Service Management	1306.10
Dietetics (Pre, Technician, Supervision)	1306.20
Culinary Arts (Chef, Catering, Food Server)	1306.30
Nutrition, Health and Fitness	1306.40
Food and Equipment Demonstration	1306.50
Hospitality:	1307.00

Detailed descriptions and recommended TOP Code changes are included in appropriate sections of the *California Community College Family and Consumer Sciences Program Plan, 1996.*

Certificate/Degree College title for certificates available in the program area. College title for AA or AS degrees available in the program area.

Coordinator/Director A listing by name and title of the principle program contact including telephone, fax and Email address.

Division/ Department Designation of the division or department in which the program is housed.

Number of Faculty Identified by Full Time Equivalency (FTE) to accommodate those who teach in more than one program area or are adjunct/part-time.

CAN Number A listing in sequential order of CAN H EC courses including the generic and college specific title. Courses currently in the CAN System are:

CAN H EC	2	Nutrition
CAN H EC	4	Principles of Design
CAN H EC	6	Textiles
CAN H EC	8	Principles of Foods
CAN H EC	10	Principles of Clothing Construction
CAN H EC	12	Family Relationships
CAN H EC	14	Child Development
CAN H EC	16	Life Management
CAN H EC	18	Interior Design Fundamentals
CAN H EC	20	Fashion Selection
CAN H EC	22	Fashion Industry and Marketing

Detailed information on the CAN system and CAN courses is included in appropriate sections of the *California Community College Family and Consumer Sciences Program Plan., 1996*

Alameda, College of
555 Atlantic Avenue, Alameda, CA 94501
District: Peralta CCD

Designated Contact: Eddy Chandler, Interim Asst. Dean, Applied Arts/Science
Phone 510-748-2309 **Fax** 510-769-6019
E Mail

Program or Course		Certificate(s)	Degree	Coordinator/ Director	Division/ Department	Telephone (W) Fax (F) E-Mail (E)	Number of Faculty		Number of Students Majoring in Program
TOP Code	Program Title						Full	Part	
1303	Apparel Design & Merchandising	Apparel Design and Merchandising		Eddy Chandler Robert O'Hare	Applied Arts/Sciences	W 510-748-2390 F 510-769-6019	3	3	469

CAN Number **Generic Title** **College Title**

Allan Hancock College
800 S. College Dr., Santa Maria, CA 93454
District: Allan Hancock College Joint CCD

Designated Contact: **Candia Varni, Prog. Coord., Family & Consumer Sciences**
Phone 805-922-6966, x. 3243 **Fax** 805-928-7905
E Mail

Program or Course TOP Code	Program Title	Certificate(s)	Degree	Coordinator/ Director	Division/ Department	Telephone (W) Fax (F) E-Mail (E)	Number of Faculty Full	Number of Faculty Part	Number of Students Majoring in Program
1301.00	FCS	none	F &CS - General Transfer	Candia Varni	Social Sciences Dept.	W 805-922-6966 x 3243 F 805-928-7905	1	5	30
1302.00	Interiors	Interiors	Interiors	Candia Varni			0	1	16
1303.10	Fashion Design	Fashion Design and Alterations	General - Opt 1	Edda Hayes		W 805-922-6966 x 3505 F 805-928-7905	1	2	16
1304.00	Life Mgmt	none	none	Candi Varni			1	0	0
1305.10	ECS	General - Opt 1	General - Opt 1	Liz Regan		W 805-922-6966 x 3547 F 805-928-7905	6	6	
1305.10	ECS	Preschool/Infant Toddler Dir - Opt 2	General - Opt 2	Liz Regan					
1305.10	ECS	Elementary Ed. - Opt 3	General - Opt 1	Liz Regan					
1305.10	ECS	Elementary Ed. w/Bilingual/ Bicultural Emphasis - Opt 4	General - Opt 1	Liz Regan					
1305.10	ECS	Special Ed. - Opt 5	General - Opt 1	Liz Regan			6	6	247
1306.20	Dietetic Service Supervisor	Dietetic Service Supervisor	none	Candia Varni			1	5	12

CAN Number	Generic Title	College Title
CAN H EC 2	Nutrition	HEC 110
CAN H EC 8	Principles of Food	HEC 120
CAN H EC 10	Principles of Clothing Construction	HEC 140
CAN H EC 12	Family Relationships	Soc 110
CAN H EC 14	Child Development	ECS 100

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American River College **Designated Contact: Rick Ida, Dean, Home Economics/Fine Arts**
4700 College Oak Drive, Sacramento, CA 95841 **Phone** 916-484-8633 **Fax** 916-484-8674
District: Los Rios CCD **E Mail** rick.ida@ccc-infonet.edu

Program or Course		Certificate(s)	Degree	Coordinator/ Director	Division/ Department	Telephone (W) Fax (F) E-Mail (E)	Number of Faculty		Number of Students Majoring in Program
TOP Code	Program Title						Full	Part	
1300.00	Home Economics		Home Economics	Wendy Hunt, Instructor	Arts/Home Economics	W 916-484-8421	3	8	100
1302.00	Interior Design	Interior Design	Interior Design	Laurine Meyer, Coordinator	" "	W 916-484-8600	1	6	100
1303.00	Fashion	Apparel Design	Apparel Design	Judy Wheeler,	"	W 916-484-8256	1	2	20
1303.00	Careers	Apparel Merchandising	Apparel Merchandising	Coordinator					
1305.00	Early Childhood Ed.	Preschool Teaching Certificate	Early Childhood Ed. "	Mary Jane Maguire-Fong Dept. Chair ECE	Humanities Division/ECE Dept.	W 916-484-8537	2	12	250
1305.00	"	Program Management	"	"	"	"			
1305.00	"	Infant Care	"	"	"	"			
1305.00	"	Family Care	"	"	"	"			
1305.00	"	Nanny Certificate	"	"	"	"			
1305.00	"	School Age	"	"	"	"			
1305.00	Gerontology	Gerontology a) Business Option b) Case Mgmt/Social Service Option c) Environmental Design Option d) Health Care Option e) Recreation Option f) Social Policy/Advocacy Option	Gerontology a) Business Option b) Case Mgmt/Social Service Option c) Environmental Design Option d) Health Care Option e) Recreation Option f) Social Policy/ Advocacy Option	Dr. Barbara Gillogly, Coordinator	Behavioral/Social Science Division Psychology Dept.	W 916-484-8512 F 916-484-8519	3	16	120
1305.00		Certificate for Activity Coordinator							
1305.00		Certificate of Competion for Social Service Designee							
1306.20		Dietary Manager/Dietary Service Supervisor	Home Economics	Becky Alejandre, Coordinator	Arts/Home Economics	W 916-484-8145	1	3	20
1306.20		School Food Service Supervisor	"	"			1	3	5
1307.00	Hospitality Mgmt.	Culinary Arts	Hotel Management	Susan Barry, Coordinator	Arts/Home Economics	W 916-484-8656	1.5	5	18
		Hospitality Managment	Culinary Arts	"			1.5	5	18
			Hospitality Management	" "					
			Restaurant Management						

CAN Number **Generic Title** **College Title**

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Antelope Valley College **Designated Contact:** **Dr. Dennis White, Dean, Fine Arts and Family and Consumer Ed.**
3041 West Avenue K, Lancaster, CA 93534 **Phone** 805-943-3241 x 332 **Fax** 805-943-5573
District: Antelope Valley CCD **E Mail** dw@qnet.com

Program or Course		Certificate(s)	Degree	Coordinator/ Director	Division/ Department	Telephone (W) Fax (F) E-Mail (E)	Number of Faculty		Number of Students Majoring in Program
TOP Code	Program Title						Full	Part	
1302.00	Interiors	Interior Design	Interior Design	Evelyn Tiede, Instructor	Fam & Cons Ed	W 805-943-3241 x 617	1	5	50
1303.00	Clothing /Textiles	Clothing	Clothing	"	"		1	5	100
1304.00	Family & Cons Ed		Family & Consumer Ed.	Dr Dennis White, Dean	"	W 805-943-3241 x 332	4	12	150
1305.00	Child & Family Ed Foster Parenting School Age Child Care	Early Childhood Education	Early Childhood Education	Andrea Sanders, Instructor " "	" " "	W 805-943-3241 x 424 "	2	8	150
1305.10	Early Childhood Education Aid	DCS Permit		"	"	"	2	8	150
1306.00	Nutrition & Foods		Family & Consumer Ed.	Dr. Mary Kelso	"	W 805-943-3241 x 426			
1360.10	Food Service Mgmt			"	"		1	2	15

CAN Number **Generic Title** **College Title**

Bakersfield College **Designated Contact: Marilyn Worthington, Chair, Family & Consumer Ed. Div.**
1801 Panorama Drive, Bakersfield, CA 93305 **Phone** 805-395-4561 **Fax** 805-395-4241
District: Kern Community College District **E Mail**

Program or Course		Certificate(s)	Degree	Coordinator/ Director	Division/ Department	Telephone (W) Fax (F) E-Mail (E)	Number of Faculty		Number of Students Majoring in Program
TOP Code	Program Title						Full	Part	
1302	Interior Design	Interior Design	Interior Design	Earlene Davis Instuctional Coord	Family and Consumer Education Div.		1	3	25
1303	Fashion	Fashion/Textiles		Marilyn Worthington		W 805-395-4561 F 805-395-4241		1	21
1305	Ch Dev and Family Relations	Regular Children's Center Permit	Child Development and Family Relations Family and Consumer Studies	Lucy Clark Instructional Coord			5	8	385
1306	Foods & Nutrition	Cook Apprenticeship Child Nut. Management Culinary Arts Dietetic Services	Foodservice Management	Marilyn Worthington Instructional Coord			3	3	34

CAN Number	Generic Title	College Title
CAN H EC 2	Nutrition	Nutr. 10
CAN H EC 4	Principles of Design	Int Des. 15A
CAN H EC 6	Textiles	Int Des. 24
CAN H EC 8	Principles of Food	FD SV 30, Fd. Svc. 51A
CAN H EC 10	Principles of Clothing Construction	Fash. 9
CAN H EC 14	Child Development	CH Dev. 13A, CH Dev. 13B
CAN H EC 20	Fashion Selection	Fash. 23

Barstow College
2700 Barstow Road, Barstow, CA 92311
District: Barstow CCD

Designated Contact: **Dr. Ted Baca, Executive Dean, Instruction**
Phone 619-252-2411 **Fax** 619-252-1875
E Mail tbaca@gw.barstow.cc.ca.us

Program or Course		Certificate(s)	Degree	Coordinator/ Director	Division/ Department	Telephone (W) Fax (F) E-Mail (E)	Number of Faculty		Number of Students Majoring in Program
TOP Code	Program Title						Full	Part	
1300.00	Home Economics Life Mgmt Intro to Basic Sewing Advanced Sewing Tailoring Nutrition			Garland Dittman, Division Chair	Voc. Ed. Dept	W 619-252-2411 x 241	0	1	
1305.00	Early Childhood Education	Early Childhood Education		Lynna Heidin, Department Chair	Behavioral Science Depart	W 619-252-2411 x 280	0	2	

CAN Number **Generic Title** **College Title**

Butte Community College **Designated Contact:** **Cheryl Babler, Chair, Home Economics Department**
3536 Butte Campus Drive, Oroville, CA 95965 **Phone** 916-895-2471 x2865 **Fax** 916-895-2419
District: Butte CCD **E Mail**

Program or Course TOP Code	Program Title	Certificate(s)	Degree	Coordinator/ Director	Division/ Department	Telephone (W) Fax (F) E-Mail (E)	Number of Faculty Full	 Part	Number of Students Majoring in Program
1301 00	Home Economics	Home Economics	Home Economics	Cheryl Babler, Dept. Chair	Home Economics & Related Careers	W 916-895-2865	0	1	6
1302 00	Interior Design	Interior Design	Interior Design	Stephen Thompson, Instructor/ Advisor	"	W 916-895-3388	0	3	24
1303 00	Fashion Comm & Marketing	Fashion Communication & Marketing	Fashion Communication & Marketing		"	"	0	4	0
1303 10	Fashion Clothing & Textile		Clothing and Textiles	Julaine Dalke, Instructor	"	W 916-895-2471	0	4	20
1303 20	Fashion Merchandising	Fashion Merchandising	Fashion Merchandising	"	"	"	0	4	14
1304 00	Life Management			Sandi Anderson, Instructor	"	W 916-872-9036	0	1	
1305 10	Early Childhood Ed	Early Childhood Education	Early Childhood Education	Cheryl Babler	"	W 916-895-2419	3	10	147
1306 00	School Food Service Manager	School Food Service Manager		Susan Colins, Instructor	"	W 916-895-2471	0	4	10
1306 00	Foods & Nutrition		Foods & Nutrition	Cheryl Babler, Dept. Chair	"	W 916-895-2865	0	5	
1306 00	General Dietetics/ Nutrition Transfer				"	"			
1306 20	Dietary Service Supervisor	Dietary Service Supervisor		Susan Collins, Instructor	"	W 916-895-2471	0	4	9

CAN Number **Generic Title** **College Title**

Cabrillo College
6500 Soquel Drive, Aptos, CA 95003
District: Cabrillo CCD

Designated Contact: **Mary Cardenas, Chair, Human Arts & Services Division**
Phone 408-479-6297 **Fax** 408-479-6425
E Mail macarden@cabrillo.cc.ca,us

Program or Course		Certificate(s)	Degree	Coordinator/ Director	Division/ Department	Telephone (W) Fax (F) E-Mail (E)	Number of Faculty		Number of Students Majoring in Program
TOP Code	Program Title						Full	Part	
1304.00			Applied Living Arts	Lynne De Spelder	HAS	W 408-479-6297	1	4	
1305.1		Early Childhood Ed	Early Childhood Ed	Julie Olsen Edwards	HAS	W 408-479-6354	4	12	
1306.3		Culinary Arts	Culinary Arts	Katherine Niven	HAS	W 408-479-6296 ext. 295	1.5	3	

CAN Number **Generic Title** **College Title**

Canada College
4200 Farm Hill Blvd, Redwood City, CA 94061
District: San Mateo County CCD

Designated Contact: Grace Adams, Dean, Business/Social Sciences Division
Phone 415-306-3201 **Fax** 415-306-3282
E Mail

Program or Course		Certificate(s)	Degree	Coordinator/ Director	Division/ Department	Telephone (W) Fax (F) E-Mail (E)	Number of Faculty		Number of Students Majoring in Program
TOP Code	Program Title						Full	Part	
1302.00	Interior Design	Interior Design	Interior Design	Shirley Goldberg, Instructor	Business/Social Science Division	W 415-306-3451	0	15	
1302.00	Residential Design	Residential Design			"				
1302.00	Commercial Design	Commercial Design			"				
1302.00	Kitchen & Bath Design	Kitchen & Bath Design			"				
1303.10	Fashion Design	Fashion Design	Fashion Design	Ronda Chaney, Coordinator	"	W 415-306-3370	5	5	
1303.10	Custom Sewing & Alterations	Custom Sewing & Alterations	Custom Sewing & Alterations		"				
1305.10	Early Childhood Education	Early Childhood Education	Early Childhood Education	Dianne Eyer, Coordinator	"	W 415-306-3295	1	15	

CAN Number	Generic Title	College Title
CAN H EC 2	Nutrition	BIOL 310, HEC 310
CAN H EC 6	Textiles	HEC 113
CAN H EC 8	Principles of Food	HEC 307
CAN H EC 10	Principles of Clothing Construction	HEC 110
CAN H EC 12	Family Relationships	Psyc 110
CAN H EC 14	Child Development	Psyc 201
CAN H EC 18	Interior Design Fundamentals	INTD 115
CAN H EC 20	Fashion Selection	HEC 117

Canyons, College of **Designated Contact:** **Joan Waller, Director, Family Studies/Early Childhood Education**
26455 N. Rockwell Canyon Rd, Santa Clarita, CA 91355 **Phone** 805-259-7800, ext. 252 **Fax**
District: Santa Clarita CCD **E Mail**

Program or Course		Certificate(s)	Degree	Coordinator/ Director	Division/ Department	Telephone (W) Fax (F) E-Mail (E)	Number of Faculty		Number of Students Majoring in Program
TOP Code	Program Title						Full	Part	
1302	Int Des Asst	Interior Design Asst	Interior Design	Sylvia Sullivan	Applied Arts & Tech	W 805-259-7800, x 216 F805-259-8302	1		22
1305 10	Child Dev	Preschool Supervision & Adm of Childrens Programs Infant/Toddler Special Ed School Age	Child Development	Joan Waller, Dir Diane Stewart, Inst	"	805-259-7800, x 252	2	7	148
1305 40	Child Dev	In-home Child Care Specialist (Nanny)	Child Development	"	"				
1306 00	Foods & Nutrition	Restaurant Management		Gretchen Blackwell, Inst	"	W 805-259-7800, x 368 F 805-259-8302		1	41
1306 10	Restaurant & Food Ser Mgt	Kitchen Management Kitchen Management Food Service Supervisor	Restaurant Management	"	"			1	
1306 30	Culinary Arts (Quantity Food Prod.)	Kitchen Mgmt. Food Service Supervisor	Restaurant Management	"	"			1	
1307	Hospitality	Kitchen Management Food Service Supervisor Hotel Supervisor Guest Relations Specialist	Restaurant Management or Hotel Management or Restaurant & Hotel Management	"	"			1	

CAN Number	Generic Title	College Title
CAN H EC 2	Nutrition	F&N in the Restaurant Ind.
CAN H EC 14	Child Development	FAM ST and ECE
CAN H EC 18	Interior Design Fundamentals	Int Des I and II

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Cerritos College
11110 East Alondra Blvd, Norwalk, CA 90650
District: Cerritos CDD

Designated Contact: **Marilyn Brock, Dean, Instructional**
Phone 310-860-2451, ext. 2554 **Fax** 310-467-5005
E Mail brock@cerritos.edu

Program or Course TOP Code	Program Title	Certificate(s)	Degree	Coordinator/ Director	Division/ Department	Telephone (W) Fax (F) E-Mail (E)	Number of Faculty Full	 Part	Number of Students Majoring in Program
1305.10	Child Dev.	Child Dev/EC Child Dev/ Preschool Director Child Dev./Special Education Child Dev./Instructional Aide Bilingual/Bicultural Child Dev./Instructional Aide	same	Lynda Roberts Co-Chair Yvonne Woods Co-Chair	Health Occupations/ Child Development	310-860-2451 ext. 2560 310-860-2451 ext. 2559	3	11	1100
1306.30	Baking	Culinary Arts-Chef's Training	same	Marilyn Brock, Ed.D. Instructional Dean	Health Occupations	310-860-2451 ext. 2554		1	15
1306.30	Chef Tng	Culinary Arts-Prof. Baking	same	Ellis Robinson	Health Occ/Culinary	310-860-2451 ext. 2585	1		36

CAN Number	Generic Title	College Title
CAN H EC 2	Nutrition	Health Occ. 52, HE 52
CAN H EC 6	Textiles	HE 64
CAN H EC 10	Principles of Clothing Construction	HE 74
CAN H EC 14	Child Development	CD 10, CE 10
CAN H EC 18	Interior Design Fundamentals	HE 54
CAN H EC 20	Fashion Selection	HE 62

Cerro Coso Community College **Designated Contact: Robin Peterson, Child Care Center**
3000 College Heights Blvd., Ridgecrest, CA 93555 **Phone** 619-375-4776 **Fax**
District: Kern CCD **E Mail**

Program or Course		Certificate(s)	Degree	Coordinator/ Director	Division/ Department	Telephone (W) Fax (F) E-Mail (E)	Number of Faculty		Number of Students Majoring in Program
TOP Code	Program Title						Full	Part	
1305 00	Child Dev			Robin Peterson	Early Childhood Development	619-375-4776	1		
1306 00	Nutrition			Allison Swift, Dean Cont. Ed	Continuing Education			1	

CAN Number **Generic Title** **College Title**

Chabot College
25555 Hesperian Blvd, Hayward, CA 94545
District: Chabot-Las Positas CCD

Designated Contact: Victor Chen, Dean, Social Sciences Division
Phone 510-786-6669 **Fax** 510-782-9315
E Mail

Program or Course		Certificate(s)	Degree	Coordinator/ Director	Division/ Department	Telephone (W) Fax (F) E-Mail (E)	Number of Faculty		Number of Students Majoring in Program
TOP Code	Program Title						Full	Part	
1302.00	Interior Design	Interior Design	Interior Design	Barbara Daher	Technology & Engineering	W 510-786-6849	0	3	36
1305.10	Child Dev	Early Childhood Dev	Early Childhood Dev	Peyton Nattinger	Social Sciences	W 510-786-6921	2	11	179
1305.30	Gerontology	Gerontology	Gerontology	Julee Richardson	Social Sciences	W 510-786-6686	1	2	13

CAN Number	Generic Title	College Title
CAN H EC 2	Nutrition	NUTR 1, HLTH 3
CAN H EC 6	Textiles	FM 55
CAN H EC 14	Child Development	HGD 70 + 71
CAN H EC 18	Interior Design Fundamentals	ID 10 + ID 14
CAN H EC 20	Fashion Selection	FM 68

Chaffey College **Designated Contact: Penny Marino, Coordinator, Fashion & Consumer Studies Dept.**

5885 Haven Avenue, Rancho Cucamonga, CA 91737 **Phone** 909-941-2612 **Fax** 909-941-2783

District: Chaffey CCD **E Mail**

Program or Course		Certificate(s)	Degree	Coordinator/ Director	Division/ Department	Telephone (W) Fax (F) E-Mail (E)	Number of Faculty		Number of Students Majoring in Program
TOP Code	Program Title						Full	Part	
1302 00	Interiors	Interior Design	same as certificate	Sharon Algozer	Arts & Humanities		1	2	40
1303 10	Fash Des	Fashion Design		Penny Marino	Business		1	7	100
1303 20	Fash Mer	Fash Merchandising		Penny Marino	Business		1	4	60
1305 10	Child Dev	Child Dev		Deborah Davis	Soc Behav Sc		2	8	100
1305 30	Gerontol	Gerontology		Karen Lyman	Soc Behav Sc		1	2	30
1305 40	Nanny Tr	Nanny/Nursery Cert		Deborah Davis	Soc Behav Sc		2	8	30
1306 10	Rest /Food Serv Mgt	Food Service Mgmt		Suzanne Johnson	Business		1	8	100
1306 20	Dietetics	Dietetic Technician		Suzanne Johnson	Business		1	8	20
1306 30	Cul Arts	Culinary Arts		Suzanne Johnson	Business		1	8	30
1306 40	Nut Health & Fitness	Nutrition & Fitness		Suzanne Johnson	Business		1	8	30
1306 40	Nut Health & Fitness	Dietetic Service Supver		Suzanne Johnson	Business		1	8	
1307 00	Hospitality	Hotel Mgt		Suzanne Johnson	Business		1	8	50
1399 00	Cons Ed	Consumer Studies		Penny Marino	Business		1	2	5

CAN Number	Generic Title	College Title
CAN H EC 2	Nutrition	HOM EC 108
CAN H EC 6	Textiles	HOM EC 170
CAN H EC 12	Family Relationships	SOCI 106
CAN H EC 14	Child Development	CHI DEV 102
CAN H EC 20	Fashion Selection	FASH M 140, HOM EC 120

Citrus Community College
1000 N. Foothill Blvd., Glendora, CA 91741
District: Citrus CCD

Designated Contact: Diane Hinds, Coordinator/Director
Phone 818-914-8501 **Fax** 818-914-8507
E Mail

Program or Course		Certificate(s)	Degree	Coordinator/ Director	Division/ Department	Telephone (W) Fax (F) E-Mail (E)	Number of Faculty		Number of Students Majoring in Program
TOP Code	Program Title						Full	Part	
1305.10	Child Dev Asst	Child Dev Asst		Diane Hinds	Human Dev.	818-914-8501	3	12	125
1305.10	Infant Dev Asst	Infant Dev Asst		Diane Hinds	Human Dev.	818-914-8501	3	12	125
1305.10	Child Dev Specialist	Child Dev Specialist		Diane Hinds	Human Dev	818-914-8501	3	12	125
1305.10	Early Intervention	Early Intervention		Diane Hinds	Human Dev	818-914-8501	3	12	125

CAN Number **Generic Title** **College Title**

Coastline Community College **Designated Contact:** Carolyn Jillson
11460 Warner Ave., Fountain Valley, CA 92708 **Phone** 714-581-1645 **Fax**
District: Coast CCD **E Mail**

Program or Course		Certificate(s)	Degree	Coordinator/ Director	Division/ Department	Telephone (W) Fax (F) E-Mail (E)	Number of Faculty		Number of Students Majoring in Program
TOP Code	Program Title						Full	Part	
1303.10	Clothing	None	None	Carolyn Jillson		W 714-581-1645		1	

CAN Number **Generic Title** **College Title**

Columbia College **Designated Contact:** **David Willson, Interim Assistant Dean, Instruction**

11600 Columbia College Drive, Sonora, CA 95370 **Phone** 209-533-4146 **Fax** 209-533-5104

District: Yosemite Community College District **E Mail**

Program or Course TOP Code	Program Title	Certificate(s)	Degree	Coordinator/ Director	Division/ Department	Telephone (W) Fax (F) E-Mail (E)	Number of Faculty Full	Number of Faculty Part	Number of Students Majoring in Program
1305.00	Child Dev	Child Development	Child Development (AS)	Dave Willson	NA	See above	.5	2	30
1306.00	Hospitality Management	Food Service Technology	Emphasis in Food Service Technology (AS)	Francis Lynch	NA	W 209-533-5135 F 209-533-5104	2.0	3	30
1306.30	Hospitality Management	Culinary Arts	Emphasis in Culinary Arts (AS)	Francis Lynch		see above			
1307.00	Hospitality Management	Hotel Management	Emphasis in Hotel Management (AS)	Francis Lynch		see above			

CAN Number **Generic Title** **College Title**

Compton Community College
1111 East Artesia Blvd., Compton, CA 90221
District: Compton CCD

Designated Contact: **Louetta Taylor, Family & Consumer Sciences**
Phone
Fax 310-599-7990
E Mail

Program or Course		Certificate(s)	Degree	Coordinator/ Director	Division/ Department	Telephone (W) Fax (F) E-Mail (E)	Number of Faculty		Number of Students Majoring in Program
TOP Code	Program Title						Full	Part	
1303	Clothing			Louetta Taylor		F 310-599-7990			
1305	Child Dev			Louetta Taylor		F 310-599-7990			
1306	Food & Nutrition			Louetta Taylor		F 310-599-7990			

CAN Number **Generic Title** **College Title**

Contra Costa College
2600 Mission Bell Dr., San Pablo, CA 94806
District: Contra Costa CCD

Designated Contact: **Ron Weston, Div. Chair, Business & Social Science**
Phone 510-235-7800, ext. 323 **Fax** 510-236-6768
E Mail

Program or Course		Certificate(s)	Degree	Coordinator/ Director	Division/ Department	Telephone (W) Fax (F) E-Mail (E)	Number of Faculty		Number of Students Majoring in Program
TOP Code	Program Title						Full	Part	
1305.00	Fam Rel			Susan Lee, EdD Dept Chair, ECE	Business & Social Sciences	510-235-7800, ext. 337	2	1.20	125
1305.10	Child Dev	Montessori Foster Parent Day Care Home Op Preschool Center Dir ECE	ECE						

CAN Number **Generic Title** **College Title**

Cosumnes River College
8401 Center Parkway, Sacramento, CA 95823
District: Los Rios CCD

Designated Contact: **Janis Caston, Dean, Business, Allied Health, Family Science**
Phone 916-688-7226 **Fax** 916-688-7375
E Mail

Program or Course		Certificate(s)	Degree	Coordinator/ Director	Division/ Department	Telephone (W) Fax (F) E-Mail (E)	Number of Faculty		Number of Students Majoring in Program
TOP Code	Program Title						Full	Part	
1302 00	Interior Design	Interior Design Environmental Design Lighting	AS- Environmental Design Design, Interior Design		Careers and Technology	W 916-688-7390		.26	17
1305 10	Early Childhood Education	Administrative I Administrative II Elementary School Teacher Asst Family Day Care Infant Care Nanny Teacher School Age Child Care	AA- Early Childhood Ed	Evelyn Silva	Business, Allied Health and Family Science	W 916-688-7293 F 916-688-7443	2.0	1.467	429
1305 30	Gerontology	Human Services Gerontology	Human Services Gerontology		Human Services	W 916-688-7333		0	2
1306 10	Food Service Production and Control	Cooking & Supervision Community Nutrition Specialist Basic Food Service School Food Service Specialist	AA - Food Service Production and Control	Cynthia Torres	Careers and Technology		1.0	.8	78

CAN Number **Generic Title** **College Title**

Crafton Hills College **Designated Contact:** **Jean Searle, Director, Child Development**

11711 Sand Canyon Road, Yucaipa, CA 92399 **Phone** 909-389-3267 **Fax** 909-794-0423

District: San Bernardino CCD **E Mail**

Program or Course TOP Code	 Program Title	Certificate(s)	Degree	Coordinator/ Director	Division/ Department	Telephone (W) Fax (F) E-Mail (E)	Number of Faculty Full	 Part	Number of Students Majoring in Program
1305 10	Child Dev		AA	Jean Searle	Social Science	W 909-389-3267 F 909-794-0423	1	6	135

CAN Number **Generic Title** **College Title**

BEST COPY AVAILABLE

Cuesta College **Designated Contact: Marg Collier, Chair, Human Development Division**

P. O. BOX 8106, San Luis Obispo, CA 93403-8106 **Phone** 805-546-3253 **Fax** 805-546-3904

District: San Luis Obispo County CCD **E Mail**

Program or Course TOP Code	Program Title	Certificate(s)	Degree	Coordinator/ Director	Division/ Department	Telephone (W) Fax (F) E-Mail (E)	Number of Faculty Full	 Part	Number of Students Majoring in Program
1302	Interior Design	Interior Design	Interior Design	Pat Howard	Human Development	W 805-546-3253	2		0
1303	* Fashion Design Merchandising	Fashion Design	Fashion Design	Marg Collier, Div. Chair		W 805-546-3256 F 805-546-3904	*2		0
1303	* Fashion Design Merchandising	Fashion Merchandising	Fashion Merchandising	-					0
1305	ECE	ECE	ECE	-			4	2	59
1305	Family Studies	Family Studies/Human Services		-			3	5	7

CAN Number	Generic Title	College Title
CAN H EC 2	Nutrition	NUT 10
CAN H EC 6	Textiles	ID 50, ID 12, FASH DES 12
CAN H EC 10	Principles of Clothing Construction	FASH M 63B
CAN H EC 12	Family Relationships	FAM ST 14
CAN H EC 14	Child Development	ECE 30, FAM ST 30
CAN H EC 18	Interior Design Fundamentals	ID 10
CAN H EC 20	Fashion Selection	FASH M 20

Cuyamaca College **Designated Contact:** **Kristin Zink, Program Coordinator**
900 Rancho San Diego Parkway, El Cajon, CA 92019 **Phone** 619-670-1980 **Fax** 619-670-7204
District: Grossmont-Cuyamaca CCD **E Mail**

Program or Course		Certificate(s)	Degree	Coordinator/ Director	Division/ Department	Telephone (W) Fax (F) E-Mail (E)	Number of Faculty		Number of Students Majoring in Program
TOP Code	Program Title						Full	Part	
1305.10	Child Dev	Child Development Preschool Infant Toddler	Child Development	Gloria Ensey, Coord. Kristin Zink	Voc. Ed	See above	2	6	

CAN Number	Generic Title	College Title
CAN H EC 14	Child Development	CHILD GROWTH & DEV

Cypress College
9200 Valley View St., Cypress, CA 90630
District: North Orange CCD

Designated Contact: Dr. Lucinda Alibrandi, Coord., Human Services Dept.
Phone 714-826-2220 x 185 **Fax**
E Mail

Program or Course		Certificate(s)	Degree	Coordinator/ Director	Division/ Department	Telephone (W) Fax (F) E-Mail (E)	Number of Faculty		Number of Students Majoring in Program
TOP Code	Program Title						Full	Part	
		Did Not Respond							

CAN Number **Generic Title** **College Title**

De Anza College
21250 Stevens Creek Blvd., Cupertino, CA 95014
District: Foothill-DeAnza CCD

Designated Contact: Dorothy Coltrin, Instructor, Nutrition
Phone 408-864-8688 **Fax** 408-864-5600
E Mail

Program or Course		Certificate(s)	Degree	Coordinator/ Director	Division/ Department	Telephone (W) Fax (F) E-Mail (E)	Number of Faculty		Number of Students Majoring in Program
TOP Code	Program Title						Full	Part	
1305.10	Child Dev.	Child Development	Child Development	Kathleen Burson	Child Dev. & Ed.	W 408-864-8863 F 408-864-5600	4.75	6	
1306.40	Nut., Health, Fitness	N/A	N/A	Dorothy Coltrin	Biological/Health Sciences	W 408-864-8688 F 408-864-5600	1	2	N/A

CAN Number	Generic Title	College Title
CAN H EC 2	Nutrition	NUTR 39, NUTR 10
CAN H EC 14	Child Development	CD 62A/B

Desert, College of **Designated Contact: Elizabeth Lawson, Professor**
43-500 Monterey Avenue, Palm Desert, CA 92260 **Phone** 619-773-2571 **Fax** 619-776-7229
District: Coachella Valley CCD **E Mail**

Program or Course		Certificate(s)	Degree	Coordinator/ Director	Division/ Department	Telephone (W) Fax (F) E-Mail (E)	Number of Faculty		Number of Students Majoring in Program
TOP Code	Program Title						Full	Part	
1302 00	Interior Design		Interior Design	Doug Walker, Chair Applied Sciences	Applied Sciences	W 619-773-2571 F 619-776-7229	0	.5	53
1303 10	Fash/Cloth	Apparel Design		Elizabeth Lawson	"	W 619-773-2571 F 619-776-7229	1	0.7	New Program
1303 10	Fash/Cloth	Advanced Apparel Design							
1303 20	Fash/Cloth	Merchandising							
1303 20	Fash/Cloth	Fashion Merchandising							
1303 30	Fash/Cloth	Alterations							
1303 30	Fash/Cloth	Advanced Alterations							
1305 10	ECE	Title 22 Teacher Cert	ECE	Jan Barnett, Director, ECE	Human Services	W 619-773-2555	1	2 6	361
1305 10	ECE	Title 22 Supervisor Cer							
1305 10	ECE	Title 5 Supervisor Cer							
1305 10	ECE	Lic Fam Child Care Cert							
1305 10	ECE								
1306 20	Diet Tech	Dietetic Technician	Dietetic Tech	Elizabeth Walker, Prof	Applied Sciences	W 619-773-2305			
1306 30	Cul Arts	Basic Culinary Arts							
1306 30	Cul Arts	Inter Culinary Arts							
1306 30	Cul Arts	Culinary Management	Culinary Mgmt	Steve Bend, Prof	Business/Hospitality	W 619-773-2571	2	0	83

CAN Number	Generic Title	College Title
CAN H EC 2	Nutrition	H EC 13
CAN H EC 4	Principles of Design	IDSN 10
CAN H EC 6	Textiles	CT 10
CAN H EC 10	Principles of Clothing Construction	CT 16A
CAN H EC 12	Family Relationships	ECE 12
CAN H EC 14	Child Development	ECE 10A
CAN H EC 20	Fashion Selection	FM 20

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Diablo Valley College **Designated Contact:** **Deya Brashears, Chair, Family Life Department**

321 Golf Club Road, Pleasant Hill, CA 94523 **Phone** 510-685-1230 **Fax** 510-685-1551

District: Contra Coasta CCD **E Mail**

Program or Course		Certificate(s)	Degree	Coordinator/ Director	Division/ Department	Telephone (W) Fax (F) E-Mail (E)	Number of Faculty		Number of Students Majoring in Program
TOP Code	Program Title						Full	Part	
1303.00	Apparel Design								
1305.10	ECE Aid	Early Childhood Assistant Family Day Care Provider/Foster Care Provider Early Childhood Assistant		Deya Brashears (1995-96) Norma Meyerholz (1996-97)	Family Life Education	W 510-685-1230	5	20	300
1305.10	Child Development								
1305.10	Parent Education								
1305.10	Child Development Care/Guidance								
1305.10	Family Living and Parenthood								
1307.00	Hotel & Rest Mgt								

CAN Number **Generic Title** **College Title**

East Los Angeles College **Designated Contact:** Mary Norman, Chair, Family & Consumer Studies
1301 Avenida Cesar Chavez, Monterey Park, CA 91754 **Phone** 213-265-8869 **Fax**
District: Los Angeles CCD **E Mail**

Program or Course		Certificate(s)	Degree	Coordinator/ Director	Division/ Department	Telephone (W) Fax (F) E-Mail (E)	Number of Faculty		Number of Students Majoring in Program
TOP Code	Program Title						Full	Part	
1303	Fashion			Dorothy Dixon	Family and Consumer Studies	W 213-265-8869 F 310-599-7990			
1305	Child Development			Mary Norman					
1306	Foods & Nutrition			Margaret Ozuno					

CAN Number **Generic Title** **College Title**

El Camino College
16007 Crenshaw Blvd, Via Torrance, CA 90506
District: El Camino CCD

Designated Contact: Chris Wisdom, Professor
Phone 310-660-3346 **Fax**
E Mail cwisdom926.aol.com

Program or Course		Certificate(s)	Degree	Coordinator/ Director	Division/ Department	Telephone (W) Fax (F) E-Mail (E)	Number of Faculty		Number of Students Majoring in Program
TOP Code	Program Title						Full	Part	
1301.00	Home Ec		Home Economics	Chris Wisdom	Life & Health Sciences	W 310-376-4799	1	8	0-50
1302.00	Interiors	Interior Design	Interior Design	Janet Stinson	Life & Health Sciences		1	0	0-50
1303.10	Fashion Design	Fashion Design/Production		Chris Moran-Wisdom				5	0-50
1303.20	Fashion Merchandising	Fashion Merchandising		-					0-50

CAN Number	Generic Title	College Title
CAN H EC 2	Nutrition	NUTR & FOOD 11
CAN H EC 12	Family Relationships	SOC 2

Evergreen Valley College **Designated Contact:** Ariss Thomas, Professor
3095 Yerba Buena Road, San Jose, CA 95135 **Phone** 408-274-7900 **Fax** 408-223-9795
District: San Jose/Evergreen **E Mail**

Program or Course		Certificate(s)	Degree	Coordinator/ Director	Division/ Department	Telephone (W) Fax (F) E-Mail (E)	Number of Faculty		Number of Students Majoring in Program
TOP Code	Program Title						Full	Part	
1301 00			Family Consumer Studies - General	Ariss Thomas	Applied Arts	W 408-274-7900 F 408-223-9795			
1303 00			Fashion Design & Production	-	-				
1303 00			Image Consulting	-	-				
1304 00	Life Management			-	-				
1305 10	Child Dev			-	-				
1306 00	Nutrition			-	-				

CAN Number **Generic Title** **College Title**

Feather River College
P. O. Box 11110, Quincy, CA 95971
District: Feather River CCD

Designated Contact: **Luiz G. Gutierrez, Interim Dean, Instruction**
Phone 916-283-0202, ext. 242 **Fax** 916-283-3757
E Mail cio120@frcc.cc.ca.uf

Program or Course		Certificate(s)	Degree	Coordinator/ Director	Division/ Department	Telephone (W) Fax (F) E-Mail (E)	Number of Faculty		Number of Students Majoring in Program
TOP Code	Program Title						Full	Part	
1305.10	Child Dev	Child Development	Child Development	Shelley Miller	Voc/Tech Division	W 916-283-0202 F 916-283-3757	0	5	32

CAN Number **Generic Title** **College Title**

Foothill College
12345 El Monte Rd., Los Altos Hills, CA 94022
District: Foothill De Anza CCD

Designated Contact: Nancy Clark, Child Development Program
Phone 415-948-8590 **Fax**
E Mail

Program or Course		Certificate(s)	Degree	Coordinator/ Director	Division/ Department	Telephone (W) Fax (F) E-Mail (E)	Number of Faculty		Number of Students Majoring in Program
TOP Code	Program Title						Full	Part	
		Did Not Respond							

CAN Number **Generic Title** **College Title**

Fresno City College
1101 East University Avenue, Fresno, CA 93741
District: State Center CCD

Designated Contact: Tami Van Cleve, Chair, Home Econ., Child Dev., Fashion
Phone 209-442-4600, ext. 8367 **Fax** 209-485-3367
E Mail

Program or Course		Certificate(s)	Degree	Coordinator/ Director	Division/ Department	Telephone (W) Fax (F) E-Mail (E)	Number of Faculty		Number of Students Majoring in Program
TOP Code	Program Title						Full	Part	
1301.00	Home Ec Ed	Home Ec Consumer Ed Cert of Achievement	AS Degree	Carol Stone	Social Science Div.	209-442-4600 x 8468	1	1	10
1303.00	Fash Merch	Cert of Achievement	AS Degree	Carol Stone	Social Science Div	see above	1	1	20
1305.10	Child Development	Child Development Cert of Achievement	AS/Child Dev	Marilyn Moore Dr Tami Van Cleve Dr Deri Keen Mary Ann Mateo-Laeno	Social Science Div.	209-442-4600 x 8369 x 8367 x 8340	4	13	100
1306.20	Dietetics	Dietary Aide Cert of Completion Dietary Serv Sup Cert of Achievement Food Services Mgmt Cert of Achievement	AS Degree	Eileen White	Social Science Div.	209-442-8235 x 8329	1	6	30
1306.00	Nutrition/Food	Child Nutrition Cert of Achievement	AS Degree	Eileen White					

CAN Number	Generic Title	College Title
CAN H EC 2	Nutrition	HE 40, FN 40
CAN H EC 6	Textiles	FM 20
CAN H EC 8	Principles of Food	FN I
CAN H EC 10	Principles of Clothing Construction	HE 24 Intro. to Apparel Construction
CAN H EC 12	Family Relationships	SOC 32
CAN H EC 14	Child Development	CD 39
CAN H EC 18	Interior Design Fundamentals	HE 7
CAN H EC 20	Fashion Selection	FASH M 22

Fullerton College **Designated Contact:** **Karen Lindstrom-Titus, Coordinator, Home Economics Dept.**

321 East Chapman Ave., Fullterton, CA 92632-2095 **Phone** 714-992-7311 **Fax** 714-447-4097

District: North Orange CCD **E Mail**

Program or Course TOP Code	Program Title	Certificate(s)	Degree	Coordinator/ Director	Division/ Department	Telephone (W) Fax (F) E-Mail (E)	Number of Faculty Full	 Part	Number of Students Majoring in Program
1302.00	Interiors	Residential Commercial	AS, Interiors	Karen Titus Mike Burns, Division			3	1	
1303.00	Fashion	Fashion Design, Adv. Fashion Design, Dressmaking/Alterations, Image Consult Fashion Illustration, Fashion Journalism Fashion Merchandising	AS, Fashion Design AS, Fashion Merchandising	"			3	6	
1304.00	Home Economics		AS, Home Economics						
1305.00	Early Childhood Development	ECE Teacher, Basic Child. Program Infant/Toddler Care Giver, After School Care Giver, ECE Administration, Elem Aide/Bilingual, Cross/Cult. Family Studies	AS, ECE	Chris Lamm Dave Ibsen, Division			4	8	
1306.00	Food/Nutrition		AS, Food/Nutrition	Peggy Ramsey Allen Brown, Division			3	2	

CAN Number **Generic Title** **College Title**

Gavilan College
5055 Santa Teresa Blvd, Gilroy, CA 95020
District: Gavilan Joint CCD

Designated Contact: Carol Cooper, Associate Dean, Tech. & Public Svcs.
Phone 408-848-4719 **Fax** 408-848-4801
E Mail

Program or Course		Certificate(s)	Degree	Coordinator/ Director	Division/ Department	Telephone (W) Fax (F) E-Mail (E)	Number of Faculty		Number of Students Majoring in Program
TOP Code	Program Title						Full	Part	
1305.10	Child Dev	Child Development	Child Development	Marlene Bumgarner	Social Science	W 408-848-4805 F 408-848-4801	2	1	200

CAN Number **Generic Title** **College Title**

Glendale Community College
1500 North Verdugo Road, Glendale, CA 91208
District: Glendale CCD

Designated Contact: **Frances F. Shaw, Chair, Technology Division**
Phone 818-240-1000, ext. 5327 **Fax** 818-549-9436
E Mail

Program or Course		Certificate(s)	Degree	Coordinator/ Director	Division/ Department	Telephone (W) Fax (F) E-Mail (E)	Number of Faculty		Number of Students Majoring in Program
TOP Code	Program Title						Full	Part	
1303.10	Fashion	Fashion Design	AS	Frances Shaw	Technology/Applied Academics	W 818-240-1000, x 5327 F 818-549-9436	1	3	100
1303.00		Clothing & Textiles	AS	Frances Shaw				2	50
1305.00		Parent Ed.	AS	Dr. Jillayne Larson	Adult Ed.	W 818-240-1000, x 5597	1	11	75
1305.10	Child Development	Child Dev. Teaching - N.S. Child Dev. Teaching - Infant/Toddler	AS	Melita Baumann	Child Development Dept.	W 818-240-1000, x 5668 F 818-549-9436	1	9	300
		Child Dev. Teaching - School Age Ext. Care	AS	Melita Baumann					
1306.10	Culinary Arts Hotel/Rest. Mgmt	Food Svs. Mgmt. Hotel/Rest. Mgmt.	AS	Yerma Wang	Culinary Arts Department	W 818-240-1000, x 5671 F 818-549-9436	1	4	275

CAN Number	Generic Title	College Title
CAN H EC 2	Nutrition	FOOD N 125
CAN H EC 6	Textiles	CLO 105
CAN H EC 8	Principles of Food	CULINARY ARTS III
CAN H EC 10	Principles of Clothing Construction	CLO 101
CAN H EC 12	Family Relationships	PSYCH 131, SOC 131
CAN H EC 14	Child Development	CD 135, CD 136
CAN H EC 16	Life Management	FCS 139
CAN H EC 18	Interior Design Fundamentals	ART 141, ARCH 141
CAN H EC 20	Fashion Selection	FASH 100
CAN H EC 22	Fashion Industry and Marketing	FASH 125, MARKETING 125

Golden West College **Designated Contact:** Rita Jones, TechPrep Coordinator
15744 Golden West St, Huntington Beach, CA 92647 **Phone** 714-432-8959 **Fax**
District: Coast CCD **E Mail**

Program or Course		Certificate(s)	Degree	Coordinator/ Director	Division/ Department	Telephone (W) Fax (F) E-Mail (E)	Number of Faculty		Number of Students Majoring in Program
TOP Code	Program Title						Full	Part	
		No Offerings							

CAN Number	Generic Title	College Title
CAN H EC 12	Family Relationships	SOCIAL 110

Grossmont College **Designated Contact:** **Ann Daluiso,**

8800 Grossmont College Dr., El Cajon, CA 92020 **Phone** 619-465-1700, x. 326 **Fax** 619-461-3396

District: Grossmont-Cuyamaca CCD **E Mail**

Program or Course		Certificate(s)	Degree	Coordinator/ Director	Division/ Department	Telephone (W) Fax (F) E-Mail (E)	Number of Faculty		Number of Students Majoring in Program
TOP Code	Program Title						Full	Part	
1301 00	CHE Trans	FACS	FACS	Ann Daluiso	Business & Prof Studies	W 619-465-1700 F 619-461-3396	4	1	
1304 00	Life Mgt			-	-	-			
1305 00	Lifespan			-	-	-			
1305 00	Child Dev	Child Development Preschool Infant/Toddler Administration School Age Child	Child Development - - - -	Shendan DeWolf - - - -	- - - - -		4	12	
1305 30	Geron		-	-	-	-			
1306 10	FSM								
1306 20	Dietetics	Dietetics Asst	Dietetic Tech	Mary Hubbard	-	-	1	3	

CAN Number	Generic Title	College Title
CAN H [illegible]	Nutrition	NONE
CAN H EC 12	Family Relationships	FACS 120

Hartnell College
156 Homestead Ave., Salinas, CA 93901
District: Hartnell CCD

Designated Contact: Dr. Victor Krimsley, Dean, Science and Math
Phone 408-755-6875 **Fax** 408-755-6751
E Mail vkrimsle@hartnell.a.u.s.

Program or Course		Certificate(s)	Degree	Coordinator/ Director	Division/ Department	Telephone (W) Fax (F) E-Mail (E)	Number of Faculty		Number of Students Majoring in Program
TOP Code	Program Title						Full	Part	
1305 10	Early Childhood Education	Early Childhood Education	AA E C E	Jeannie Garcia Linda Davey	Math/Science	W (408) 755-6946			

CAN Number **Generic Title** **College Title**

Imperial Valley College
P. O. Box 158, Imperial, CA 92251
District: Imperial CCD

Designated Contact: Barbara Macci, Dean, Vocational Education
Phone 619-355-6217 **Fax** 619-355-2663
E Mail

Program or Course		Certificate(s)	Degree	Coordinator/ Director	Division/ Department	Telephone (W) Fax (F) E-Mail (E)	Number of Faculty		Number of Students Majoring in Program
TOP Code	Program Title						Full	Part	
1305 10	Dev. Psych of Children	ECE Infant/Toddler	ECE	Dr. Barbara Macci Dean of Voc. Ed. Barbara Valentine, Instructor	Behavioral Science	W 619-355-6217 F 619-355-2663	1	5	288 Major 362 Cert.
"	Early Child. Social	ECE Infant/Toddler	ECE						
"	Adv. Devel. Psych	ECE Infant/Toddler	ECE						
"	EC Curric. I	ECE	ECE						
	EC Curric II								
"	Field Exp.	ECE Infant/Toddler	ECE						
"	Principles/ Parenting	Infant/Toddler	ECE						
"	Admin/Sup in ECE	Infant/Toddler	ECE						
"	Infant/Toddler Dev.	ECE Infant/Toddler	ECE						
"	Infant/Toddler Curric.	ECE Infant/Toddler	ECE						
"	Health/ Safety/Nut.		ECE						
"	First Aid/ CPR		ECE						
"	Multilingual/ Cultural		ECE						
"	Adv. Mgmt. ECE Ctr.		ECE						

CAN Number **Generic Title** **College Title**

Irvine Valley College
5500 Irvine Center Dr., Irvine, CA 92720
District: Saddleback CCD

Designated Contact: Mary McDonough, Coordinator, ECE Program
Phone 714-559-3374 **Fax** 714-559-3270
E Mail

Program or Course TOP Code	Program Title	Certificate(s)	Degree	Coordinator/ Director	Division/ Department	Telephone (W) Fax (F) E-Mail (E)	Number of Faculty Full	 Part	Number of Students Majoring in Program
1305.10	Human Dev	Child Development	Child Development	Mary McDonough	Social Sci / Human Dev	See above	1	10	264
1305.10	Human Dev	Child Development (Infant/Toddler)	Child Development				1	10	
1305.10	Human Dev	Child Development (School-age)	Child Development				1	10	

CAN Number **Generic Title** **College Title**

Kings River Community College
995 North Reed Avenue, Reedley, CA 93654
District: State Center CCD

Designated Contact: Jerry Ba[illegible], Associate Dean, Instruction
Phone 209-638-3[illegible] **Fax** 209-638-0305
E Mail

Program or Course		Certificate(s)	Degree	Coordinator/ Director	Division/ Department	Telephone (W) Fax (F) E-Mail (E)	Number of Faculty		Number of Students Majoring in Program
TOP Code	Program Title						Full	Part	
1303 20	Fash Mer	1) Completion 2) Achievement	AA	Alan Avakian	Business	W 209-638-3641	5		20
1305 10	Child Dev	1) Completion 2) Achievement	AA	Karey Olson	-		1	5	100
1306 00	Food/Nut	1) Completion 2) Achievement	AA	Alan Avakian	-		1		200

CAN Number	Generic Title	College Title
CAN H EC 2	Nutrition	FOODS & NUT
CAN H EC 4	Principles of Design	INT DES
CAN H EC 6	Textiles	TEXTILES
CAN H EC 14	Child Development	CH DEV
CAN H EC 18	Interior Design Fundamentals	FASH ANALYSIS
CAN H EC 20	Fashion Selection	FASH IMAGE
CAN H EC 22	Fashion Industry and Marketing	FASH MERCH

Lake Tahoe Community College **Designated Contact:** **Lori Gaskin, Dean, Instruction**
1 College Drive, South Lake Tahoe, CA 96150-4524 **Phone** 916-541-4460, ext. 230 **Fax** 916-541-7852
District: Lake Tahoe CCD **E Mail** gaskin@ltcc.cc.ca.us

Program or Course		Certificate(s)	Degree	Coordinator/ Director	Division/ Department	Telephone (W) Fax (F) E-Mail (E)	Number of Faculty		Number of Students Majoring in Program
TOP Code	Program Title						Full	Part	
1303 00	Clothing Construct	N/A	N/A	Lori Gaskin	N/A			19	N/A
1305 10	ECE	ECE	ECE	Lee Thiel Dean of Instruction	N/A	E thiel@ltcc cc ca us		1 25	15
1306 00	Nutrition	N/A	N/A	Lori Gaskin Dean of Instruction	N/A		25	0	N/A

CAN Number	Generic Title	College Title
CAN H EC 2	Nutrition	H EC 105

Laney College
900 Fallon Street, Oakland, CA 94607
District: Peralta CCD

Designated Contact: **Wayne Stoker, Chair, Food Prepartion & Services Department**
Phone **Fax**
E Mail

Program or Course		Certificate(s)	Degree	Coordinator/ Director	Division/ Department	Telephone (W) Fax (F) E-Mail (E)	Number of Faculty		Number of Students Majoring in Program
TOP Code	Program Title						Full	Part	
		Did Not Respond							

CAN Number **Generic Title** **College Title**

Las Positas College
3033 Collier Canyon Rd., Livermore, CA 94550
District: Chabot-Las Positas CCD

Designated Contact: Joan Long, Area Chair, Social Science & Business
Phone 510-373-5856 **Fax** 510-443-0742
E Mail jlong@clpccd.cc.ca.us

Program or Course		Certificate(s)	Degree	Coordinator/ Director	Division/ Department	Telephone (W) Fax (F) E-Mail (E)	Number of Faculty		Number of Students Majoring in Program
TOP Code	Program Title						Full	Part	
1302.00	Interiors	Interior Design	AS Interior Design	Joan Long, Instructor	Business	W 510-373-5856 F 510-433-0742 E jlong@clpccd cc.ca.us		4	20
1303.20	Fashion Mer	Fashion Merchandising	Certificate	Joan Long, Instructor	Business			2	10-15
1305.00	Lifespan			Ernie Jones, Instructor	Social Science	W 510-373-5800	1		30-40
1305.10	Child Dev	Early Childhood Dev	AA Early Child Dev	Jackie Fitzgerald, Coordinator	Social Science	W 510-447-6042		9	30-40

CAN Number	Generic Title	College Title
CAN H EC 2	Nutrition	Nut. 1
CAN H EC 4	Principles of Design	ART 10, ART 11
CAN H EC 6	Textiles	FM 55, Int. Des. 55
CAN H EC 14	Child Development	ECD 52
CAN H EC 18	Interior Design Fundamentals	Int. Des. 54
CAN H EC 20	Fashion Selection	FM 54
CAN H EC 22	Fashion Industry and Marketing	FM 50

Lassen College **Designated Contact:** **Thoyd Latham, V.P., Dean, Instruction**
Hwy 139, P. O. Box 3000, Susanville, CA 96130 **Phone** 916-257-6181 **Fax**
District: Lassen CCD **E Mail**

Program or Course		Certificate(s)	Degree	Coordinator/ Director	Division/ Department	Telephone (W) Fax (F) E-Mail (E)	Number of Faculty		Number of Students Majoring in Program
TOP Code	Program Title						Full	Part	
		Did Not Respond							

CAN Number **Generic Title** **College Title**

Long Beach City College
4901 East Carson Street, Long Beach, CA 90808
District: Long Beach CCD

Designated Contact: Lynne Miller, Professor, Family & Consumer Studies
Phone 310-599-8123 **Fax** 310-599-7990
E Mail lmmiller@lbcc.cc.ca.us

Program or Course		Certificate(s)	Degree	Coordinator/ Director	Division/ Department	Telephone (W) Fax (F) E-Mail (E)	Number of Faculty		Number of Students Majoring in Program
TOP Code	Program Title						Full	Part	
1301	CHE	Certificate in Family and Consumer Studies	AA FACS	Lynne Miller, Professor	FACS	W 310-599-8123 F 310-599-7990 E lmmiller@lbcc.cc ca.us	1	3	
1302	Interiors	Interior Design - General, Sales, Technical Skills, Floral Design	Interior Design AA	Jackie Butler, Prof	FACS	W 310-420-4195 F 310-420-4145	1	6	80
1303	Fashion	Fashion Des , Merch	Fashion Design AA Fashion Merch AA	Diane Burton, Prof	FACS	W 310-420-4192 F 310-420-4118	2	15	350
1304	Life Mgmt			Lynne Miller, Prof.	FACS	W 310-599-8123 F 310-599-7990	1		
1305	Child Dev	ECE, Parent Ed , School Age Child, Special Ed Asst	Child Dev AA ECE, Parent Ed Special Ed Asst School Age Child Care	Carrie Reach, Dept Head	FACS	W 310-420-4549 F 310-420-4118	7	15	150
1306	Nut /Food	Dietetic Serv Sup Dietetic Tech	Dietetics AA	Linda Huy, Prof	FACS	W 310-420-4550 F 310-420-4118	2	5	125
1307	Hospitality	Culinary Arts	Culinary Arts AA	Chef Romein Bertain	Distributive Education	W 310-420-4502 F 310-420-4118			200

CAN Number	Generic Title	College Title
CAN H EC 2	Nutrition	FN 20
CAN H EC 4	Principles of Design	ID 4
CAN H EC 6	Textiles	FD 10
CAN H EC 8	Principles of Food	FN 21
CAN H EC 12	Family Relationships	SOCIO 40
CAN H EC 14	Child Development	CDECE 47
CAN H EC 16	Life Management	HEC 50
CAN H EC 18	Interior Design Fundamentals	ID 30
CAN H EC 20	Fashion Selection	FD 9
CAN H EC 22	Fashion Industry and Marketing	FD 5

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Los Angeles City College **Designated Contact:** **Cheryl Werble, Chair, Family & Consumer Studies**
855 North Vermont Avenue, Los Angeles, CA 90029 **Phone** 213-953-4235 **Fax** 213-953-4294
District: Los Angeles CCD **E Mail**

Program or Course		Certificate(s)	Degree	Coordinator/ Director	Division/ Department	Telephone (W) Fax (F) E-Mail (E)	Number of Faculty		Number of Students Majoring in Program
TOP Code	Program Title						Full	Part	
1305.10	Child Dev	Teacher, EC Prog Director, EC Prog	Child Development	Cheryl Werble Patty Schmolze	Family & Consumer Studies Dept	W 213-953-4234 F 213-953-4294	3	5	120
1306.10	Dietetics	Dietetic Service Sup Dietetic Technician School Food Service Manager, Supervisor	Dietetic Technician	Janice Young Glenda Proby-Smith		W 213-953-4259 F 213-953-4294	2	1	60

CAN Number	Generic Title	College Title
CAN H EC 2	Nutrition	FCS 21
CAN H EC 6	Textiles	FCS 17
CAN H EC 8	Principles of Food	FCS 24
CAN H EC 10	Principles of Clothing Construction	FCS 10
CAN H EC 12	Family Relationships	FCS 31
CAN H EC 14	Child Development	CD 1
CAN H EC 20	Fashion Selection	FCS 13

Los Angeles Harbor College
1111 Figueroa Place, Wilmington, CA 90744
District: Los Angeles CCD

Designated Contact: Irene Ordon, Family & Consumer Studies
Phone **Fax**
E Mail

Program or Course		Certificate(s)	Degree	Coordinator/ Director	Division/ Department	Telephone (W) Fax (F) E-Mail (E)	Number of Faculty		Number of Students Majoring in Program
TOP Code	Program Title						Full	Part	
		Did Not Respond							

CAN Number **Generic Title** **College Title**

Los Angeles Mission College
13356 Eldridge, Sylmar, CA 91342
District: Los Angeles CCD

Designated Contact: **Eloise Cantrell, Dean, Academic Affairs**
Phone 818-364-7625 **Fax** 818-364-7755
E Mail eloise_f._cantrell@smtplink.laccd.edu

Program or Course		Certificate(s)	Degree	Coordinator/ Director	Division/ Department	Telephone (W) Fax (F) E-Mail (E)	Number of Faculty		Number of Students Majoring in Program
TOP Code	Program Title						Full	Part	
1301	General Family & Consumer Studies		Family Cons. Stud	Sandra Lampert	FCS	W 818-364-7696			253
1302	Interior Design	Interior Design	AA Interior Design	Sally Silvers	FCS	W 818-364-7693	1	3	50
1305	Child Dev	Child Development	AA Child Develop	Julie Ruelas	Child Development	W 818-364-7670			
1305	Child Dev	Child Development	AA Child Develop	Jan Silvers	"	W 818-364-7714			
1305	Gerontol	Gerontology	AA Gerontology	Sandra Lampert	FCS	W 818-364-7696 E sandra_m._lampert@smtplink.laccd.edu	2	3	50
1306	Food Prod. & Related Services	Food Production and Culinary Arts	AA Culinary Arts	Sandra Lampert	FSM				

CAN Number **Generic Title** **College Title**

Los Angeles Pierce College
6201 Winnetka Ave., Woodland Hills, CA 91371
District: Los Angeles CCD

Designated Contact: Cathy Cameron, Dean, Academic Affairs
Phone **Fax**
E Mail

Program or Course		Certificate(s)	Degree	Coordinator/ Director	Division/ Department	Telephone (W) Fax (F) E-Mail (E)	Number of Faculty		Number of Students Majoring in Program
TOP Code	Program Title						Full	Part	
		Did Not Respond							

CAN Number **Generic Title** **College Title**

Los Angeles Southwest College **Designated Contact:** **Dr. Regene L. Mitchell, Child Development**

1600 West Imperial Hwy., Los Angeles, CA 90047 **Phone** **Fax**

District: Los Angeles CCD **E Mail**

Program or Course		Certificate(s)	Degree	Coordinator/ Director	Division/ Department	Telephone (W) Fax (F) E-Mail (E)	Number of Faculty		Number of Students Majoring in Program
TOP Code	Program Title						Full	Part	
		Did Not Respond							

CAN Number **Generic Title** **College Title**

Los Angeles Trade-Tech College
400 W. Washington Blvd., Los Angeles, CA 90015
District: Los Angeles CCD

Designated Contact: **Sharon Tate, Dean, Academic Affairs**
Phone 213-744-9004 **Fax** 213-748-1946
E Mail tatesl@smptlink.laccd.edu

Program or Course		Certificate(s)	Degree	Coordinator/ Director	Division/ Department	Telephone (W) Fax (F) E-Mail (E)	Number of Faculty		Number of Students Majoring in Program
TOP Code	Program Title						Full	Part	
1303 10	Fashion	Fashion Design	Fashion Design	Mary Beth Sales	The Fashion Center	W 213-744-9475 F 213-748-7334 E salesmb@smpt link laccd edu	14	35+	400 day 1100 eve.
1303 10	Tailoring	Tailoring		Mary Beth Sales	The Fashion Center		2	4	200 day
1303 20	Fash Mer	Fashion/Visual Merchandising Merchandising Promotion/Journalism Personnel Visual Merchandising		Adrienne Zinn & Mary Beth Sales	The Fashion Center	W 213-744-9476 E zinna@smptlink. lacc edu	2	5	150
1303 30	Fashion Produc	Fashion Technology Apparel Production Technician	Fashion Technology	Mary Beth Sales	The Fashion Center	W 213-744-9475	5	3	75
1306 30	Cul Arts	Culinary Arts Prof Baking	Culinary Arts Restaurant Mgt Prof Baking	Steve Kasmer	Culinary Arts	W 213-744-9480	3	4	50 day

CAN Number	Generic Title	College Title
CAN H EC 4	Principles of Design	FD 112
CAN H EC 6	Textiles	FD 114, FD 125
CAN H EC 10	Principles of Clothing Construction	FD 112, FD 222, 223, 224
CAN H EC 20	Fashion Selection	F & VM 5
CAN H EC 22	Fashion Industry and Marketing	F & VM 30

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Los Angeles Valley College
5800 Fulton Ave., Van Nuys, CA 91401
District: Los Angeles CCD

Designated Contact: Barbara Follosco, Chair, Family & Consumer Department
Phone **Fax**
E Mail

Program or Course		Certificate(s)	Degree	Coordinator/ Director	Division/ Department	Telephone (W) Fax (F) E-Mail (E)	Number of Faculty		Number of Students Majoring in Program
TOP Code	Program Title						Full	Part	
		Did Not Respond							

CAN Number **Generic Title** **College Title**

Los Medanos College
2700 East Leland Road, Pittsburg, CA 94565
District: Contra Costa CCD

Designated Contact: Bob Zavala, Sub Area Chair, Child Development
Phone 510-439-2181 **Fax** 510-427-1599
E Mail

Program or Course		Certificate(s)	Degree	Coordinator/ Director	Division/ Department	Telephone (W) Fax (F) E-Mail (E)	Number of Faculty		Number of Students Majoring in Program
TOP Code	Program Title						Full	Part	
1305.10	Child Dev	Child Development	Child Development	Bob Zavala	Child Development	W 510-439-2181 F 510-427-1599	3	5	50

CAN Number	Generic Title	College Title
CAN H EC 2	Nutrition	NONE

57

433

434

Marin, College of
835 College Avenue, Kentfield, CA 94904
District: Marin CCD

Designated Contact: Sandy Boyd, Dean, Professional, Vocational, Community Ed.
Phone 415-883-2211, ext. 8506 **Fax** 415-883-6878
E Mail

Program or Course		Certificate(s)	Degree	Coordinator/ Director	Division/ Department	Telephone (W) Fax (F) E-Mail (E)	Number of Faculty		Number of Students Majoring in Program
TOP Code	Program Title						Full	Part	
1305.10	ECE	ECE	ECE	Sandy Kallenberg, Instructor	Health Occupations		1.000	1.133	

CAN Number	Generic Title	College Title
CAN H EC 2	Nutrition	BIOL 100
CAN H EC 12	Family Relationships	SOC 140
CAN H EC 14	Child Development	PSY 112

Mendocino College
P. O. Box 3000, Ukiah, CA 95482
District: Mendocino - Lake CCD

Designated Contact: **Penny Walker, Child Development Program**
Phone 707-468-3089 **Fax**
E Mail

Program or Course		Certificate(s)	Degree	Coordinator/ Director	Division/ Department	Telephone (W) Fax (F) E-Mail (E)	Number of Faculty		Number of Students Majoring in Program
TOP Code	Program Title						Full	Part	
		Did Not Respond							

CAN Number **Generic Title** **College Title**

Merced College
3600 M Street, Merced, CA 95348
District: Merced CCD

Designated Contact: **Deanna Hauser, Instructor, Family & Consumer Science**
Phone 209-384-6058 **Fax** 209-384-6338
E Mail

Program or Course		Certificate(s)	Degree	Coordinator/ Director	Division/ Department	Telephone (W) Fax (F) E-Mail (E)	Number of Faculty		Number of Students Majoring in Program
TOP Code	Program Title						Full	Part	
1301.00	Cons. HE	Family & Cons. Science	Family & Cons. Sc	Deanna Hauser	Business/FCS	W 209-384-6056 F 209-384-6122	1 FTE	8	22
1303.20	Fashion Merch	Fashion Merchandising	Fashion Merch	Lucille Milani	Business/FCS	W 209-384-6057 F 209-384-6122	2	3	25
1305.00	Family Rel / Child Dev	ECE	ECE	Sue Chappell Barbara Penny	Business/FCS Los Banos Campus	W 209-384-6334 F 209-384-6122	2.6	7	131
1305.10	Foster Care Educ	Foster Care Edcuation		Deanna King	Bus/FCS	W 209-384-6339 F 209-384-6122	2	1	
1306.10	Food Mgt. Prod Serv	Food Service Tech	Food Service Tech	Deanna Hauser	Business/FCS	W 209-384-6056 F 209-384-6122	2	2	8

CAN Number	Generic Title	College Title
CAN H EC 2	Nutrition	FCS 10
CAN H EC 6	Textiles	FCS 16
CAN H EC 8	Principles of Food	FCS 20
CAN H EC 10	Principles of Clothing Construction	FCS 14
CAN H EC 12	Family Relationships	FCS 8
CAN H EC 14	Child Development	FCS 29, PSYCH 29
CAN H EC 18	Interior Design Fundamentals	FCS 25
CAN H EC 20	Fashion Selection	FCS 12

Merritt College
12500 Campus Dr., Oakland, CA 94619
District: Peralta CCD

Designated Contact: Margaret Pawek, Dean, Humanities Divison
Phone 510-436-2431 **Fax** 510-436-2405
E Mail

Program or Course		Certificate(s)	Degree	Coordinator/ Director	Division/ Department	Telephone (W) Fax (F) E-Mail (E)	Number of Faculty		Number of Students Majoring in Program
TOP Code	Program Title						Full	Part	
1305.10	Child Development	Full Certificate in Child Development Minimum Certificate in Child Development	Child Development Family & Consumer Studies Emphasis in Child Development	Mardree Scott, Dept. Chair	Humanities/Human Services	W 510-436-2524	4	9	150
1306.00	Nutrition & Food		Family & Consumer Studies	Susan Houston, Instructor	Humanities/Human Services	W 510-436-2521	8	1	5
1306.20	Dietetics	Dietary Managers Certificate		Susan Houston, Instructor	Humanities/Human Services	"	2	1	30

CAN Number **Generic Title** **College Title**

MiraCosta College
One Barnard Drive, Oceanside, CA 92056
District: MiraCosta CCD

Designated Contact: Bruce Stewart, Dean, Voc. Ed. & Applied Sc.
Phone 619-757-2121 **Fax** 619-721-8671
E Mail

Program or Course		Certificate(s)	Degree	Coordinator/ Director	Division/ Department	Telephone (W) Fax (F) E-Mail (E)	Number of Faculty		Number of Students Majoring in Program
TOP Code	Program Title						Full	Part	
1305 10	Child Dev	Child Dev Teacher	AA	Bruce Stewart, Dean Voc Ed & App Sc	Instructional Services	W 619-757-2121 F 619-721-8671	1	6	188
		Child Dev Master Teacher							41
		Child Dev Director							35

CAN Number	Generic Title	College Title
CAN H EC 2	Nutrition	HEAL 100, HEAL 3
CAN H EC 12	Family Relationships	CHLD 210, CHLD 12

Mission College **Designated Contact:** Dietrich Amarell, Chair, Hospitality Management Department
3000 Mission College Blvd., Santa Clara, CA 95054 **Phone** 408-478-2792 x3282 **Fax** 408-496-0462
District: West Valley/Mission Community College District **E Mail**

Program or Course		Certificate(s)	Degree	Coordinator/ Director	Division/ Department	Telephone (W) Fax (F) E-Mail (E)	Number of Faculty		Number of Students Majoring in Program
TOP Code	Program Title						Full	Part	
1307.00	Hospitality	Hospitality Management	AS - Hospitality Management	Dietrich Amarell	Commercial Services	See above	2	7	180

CAN Number **Generic Title** **College Title**

Modesto Junior College
435 College Avenue, Modesto, CA 95352
District: Yosemite CCD

Designated Contact: **Gary Mendenhall, Dean, FCS/Tech. Ed. Division**
Phone 209-575-6332 **Fax** 209-575-6487
E Mail gary.mendenhall@ccc-infonet.edu

Program or Course		Certificate(s)	Degree	Coordinator/ Director	Division/ Department	Telephone (W) Fax (F) E-Mail (E)	Number of Faculty		Number of Students Majoring in Program
TOP Code	Program Title						Full	Part	
1302 00	Interiors	Interior Merch	Interior Design	Diane Wirth, Instr Sy Ogawa, Instr	FCS	W 209-575-6347 F 209-575-6489 E diane.wirth@ ccc-infonet.edu	1	0	60
1303 20	Fashion	Fashion Merch, Modeling, Visual, Image Cons./Personal Shopper	Fashion Merch	Sy Ogawa Diane Wirth	FCS	W 209-575-6350 F 209-575-6489 E sy.ogawa@ccc-infonet.edu	1	0	110
1305 10	Child Dev	Family Day Care, Fam. Life Ed., Infant/Toddler, Preschool, School Age Child Care	Child Dev	Sandy Bucknell, Instr Ann Dutton, Instr Bobbie Kline, Instr	FCS	W 209-575-6344 W 209-575-6345 W 209-575-6638 F 209-575-6489 E sandy.bucknell@ ccc-infonet.edu E ann.dutton@ ccc-infonet.edu E bobbie.kline@ ccc-infonet.edu	3	23	700
1306 30	Food Serv	Hospitality, Catering, Food Service Sup., Food Serv. Mgr., Inst. Food Serv. Sup./Mgr., School Food Serv. Sup/Mgr	Food Service-Health Care, School Lunch, Hospitality	Julia Galloway, Instr	FCS	W 209-575-6346 F 209-575-6489 E julia.galloway@ ccc-infonet.edu	1	4	70

CAN Number	Generic Title	College Title
CAN H EC 2	Nutrition	FD NTR 219
CAN H EC 4	Principles of Design	ART 124
CAN H EC 6	Textiles	FAS MR 200
CAN H EC 10	Principles of Clothing Construction	TEX CL 203
CAN H EC 12	Family Relationships	FAMLF 131
CAN H EC 14	Child Development	CLDDV 245
CAN H EC 16	Life Management	FAMLF 143
CAN H EC 18	Interior Design Fundamentals	INTDS 200
CAN H EC 20	Fashion Selection	FASMR 202
CAN H EC 22	Fashion Industry and Marketing	FASMR 254

Monterey Peninsula College
980 Fremont Blvd, Monterey, CA 93940
District: Monterey Peninsula CCD

Designated Contact: **Diane Bower, Chair, Family and Consumer Sciences Department**
Phone 408-646-4138 **Fax** 408-645-1353
E Mail dbower@earth.mpc.cc.ca.us or mnelson@earth.mpc.cc.ca.us

Program or Course		Certificate(s)	Degree	Coordinator/ Director	Division/ Department	Telephone (W) Fax (F) E-Mail (E)	Number of Faculty		Number of Students Majoring in Program
TOP Code	Program Title						Full	Part	
1301 00	CHE		Home Economics	Diane Bower, Dept Chair	Life Science/FCS	W 408-646-4138 F 408-645-1353	2	3	10
1302 00	Interiors	Interior Design Interior Design Adv	Intenor Design	Diane Bower, Dept Chair	Life Science/FCS	" "	1	1	70
1303 00	Fashion	Fash Merch Fash Consulting	Fashion Merch Fashion Consulting	Diane Bower, Dept Chair	Life Science/FCS	" "	1	1	50
1303 10	Fash Des	Apparel Design/Alter Textile Des , Costume	Apparel Des /Alter Textile Des, Costume	Diane Bower, Dept Chair	Life Science/FCS	" "	1	1	50
1303 20	Fash Mer	Fash Merch Fash Consulting	Fash Merch Fashion Consulting	Diane Bower, Dept Chair	Life Science/FCS	" "	1	1	50
1304 00	Life Mgt	none	none	Mary Nelson, Div Chair	Life Science/FCS	W 408-646-4134 F 408-645-1353 E mnelson@earth mpc cc ca us	0	1	
1305 10	Child Dev	Child Dev	Child Development	Dr Caroline Carney	Social Sciences	W 408-646-4160 F 408-645-1353	1	4	50
1306 00	Nut/Food	none	none	Diane Bower, Dept Chair	Life Sciences/FCS	W 408-646-4138 F 408-645-1353	0	2	
1306 10	Rest Mgt	none	Restaurant Mgt	John Coniglio	Life Sc /FCS/Bus	W 408-646-4134 F 408-645-1353		2	30
1306 40	Fitness In	Fitness Inst Training	Fitness Instructor Training	Dawn Sare	Phys Ed /Fitness	W 408-646-4221 F 408-645-1353	1		40
1307 00	Hosp Op	Hosp Operations	Hospitality Oper	John Coniglio	Life Science/FCS	W 408-646-4134 F 408-645-1353		2	50

CAN Number	Generic Title	College Title
CAN H EC 2	Nutrition	FN 101
CAN H EC 6	Textiles	TEXTILES 115
CAN H EC 8	Principles of Food	BASIC FOODS 205

BEST COPY AVAILABLE

Moorpark College
7075 Campus Road, Moorpark, CA 93021
District: Ventura County CCD

Designated Contact: Judith Gerhart, Dean, Business/Technology
Phone 805-378-1402 **Fax** 805-378-1499
E Mail

Program or Course		Certificate(s)	Degree	Coordinator/ Director	Division/ Department	Telephone (W) Fax (F) E-Mail (E)	Number of Faculty		Number of Students Majoring in Program
TOP Code	Program Title						Full	Part	
1301.00	Int. Des	Interior Design	Interior Design	Janis Gerry	Bus./Tech	805-378-1402	0	3	27
1305.10	Child Dev	Child Development	Child Development	Linda Cravens	Bus./Tech	805-378-1401	1	8	225
1306.00	Food/Nut	Foods & Nutrition		Judy Alexander	Bus./Tech	805-378-1402	1	2	0

CAN Number	Generic Title	College Title
CAN H EC 2	Nutrition	NUT 01, NT S-1
CAN H EC 6	Textiles	TEXTILES ID 31
CAN H EC 14	Child Development	CD 30

Mt. San Antonio College **Designated Contact: Joann Driggers, Chair, Family & Consumer Sciences Department**
1100 North Grand Avenue, Walnut, CA 91789 **Phone** 909-594-5611, ext. 3906 **Fax** 909-468-3936
District: Mt. San Antonio CCD **E Mail** jdrigger@ibm.mtsac.edu

Program or Course		Certificate(s)	Degree	Coordinator/ Director	Division/ Department	Telephone (W) Fax (F) E-Mail (E)	Number of Faculty		Number of Students Majoring in Program
TOP Code	Program Title						Full	Part	
1301	Home Economics	Consumer Services Specialist	General Home Ec	Joann Driggers, Dept. Chair	Business/FACS	W 909-594-5611 x. 3906 F 909-468-3936	1		25
1302	Interiors	Interior Design-Residential, Commercial Kitch./Bath Design Adv. Interior Design	Interior Design-Kitchen /Bath Design	Karlene Morris, Prof	Business/FACS	W 909-594-5611 x. 3912 F 909-468-3936	1.8	1	125
1303	Fashion Merchandising	Fashion Merchandise Performance Fashion Show Production Fashion Consultant	Fashion Merchandising	Phyllis Specht, Prof	Business/FACS	W 909-594-5611 x. 4685 F 909-468-3936	1	4	90
1304	Life Management								
1305	Early Childhood Development	Childrens Programs, Administration Small Bus. Mgt. Day Care Family Day Care Foster Care Infant/Toddler Development	Early Childhood Dev	Laurie Koukol, Prof	Business/FACS	W 909-594-5611 x. 4633 F 909-468-3936	3	12	460
1306	Food/Nutrition	Food Services Restaurant Mgt	General Home Ec	Stella Miller, Prof	Business/FACS	W 909-594-5611 x. 4683 F 909-468-3936	2.5	6	35

CAN Number	Generic Title	College Title
CAN H EC 2	Nutrition	HEFN 25 - Essentials of Nutrition
CAN H EC 4	Principles of Design	ID 130 - Applied Color & Design Theory
CAN H EC 6	Textiles	HMEC 17 - Textiles
CAN H EC 8	Principles of Food	HEFN 20 - Introduction to Foods
CAN H EC 10	Principles of Clothing Construction	FASH 10, FASH 11 - Clothing Fund. - Applied
CAN H EC 12	Family Relationships	SOC 14 - Marriage & The Family
CAN H EC 14	Child Development	CHLD 10 - Child Growth and Development
CAN H EC 16	Life Management	HMEC 41 - Life Management
CAN H EC 18	Interior Design Fundamentals	ID 100 - Fundamentals of Interior Design
CAN H EC 20	Fashion Selection	FASH 15 - Fashion Strategies
CAN H EC 22	Fashion Industry and Marketing	FASH 60 -Fashion Industry

Mt. San Jacinto College **Designated Contact: Katherine Botts, Chair, Early Childhood Studies Department**
1499 N. State Street, San Jacinto, CA 92583 **Phone** 909-487-6752, ext. 1612 **Fax** 909-654-9366
District: Mt. San Jacinto CCD **E Mail**

Program or Course		Certificate(s)	Degree	Coordinator/ Director	Division/ Department	Telephone (W) Fax (F) E-Mail (E)	Number of Faculty		Number of Students Majoring in Program
TOP Code	Program Title						Full	Part	
1305 10	EC Stud	Early Childhood Stud	AS in ECS	Katherine Botts, Dept. Chair	Social/Behavioral Science, Early Childhood Studies	W 909-487-6752 F 909-654-9366	1	6	279

CAN Number	Generic Title	College Title
CAN H EC 12	Family Relationships	MARRIAGE & FAM
CAN H EC 14	Child Development	CHILD DEV

Napa Valley College
2277 Napa-Vallejo Highway, Napa, CA 94558
District: Napa Valley CCD

Designated Contact: **Carole Kent, Program Coord., Child & Family Studies**
Phone 707-253-3248 **Fax**
E Mail

Program or Course		Certificate(s)	Degree	Coordinator/ Director	Division/ Department	Telephone (W) Fax (F) E-Mail (E)	Number of Faculty		Number of Students Majoring in Program
TOP Code	Program Title						Full	Part	
1305.00	Child & Family St	Child & Family Studies	Child & Family Stud.	Carole J. Kent, Program Coordinator	Technical	W 707-253-3248	1	12	75
1305.10	Child & Family St	Child & Family Studies	Child & Family Stud.						

CAN Number	Generic Title	College Title
CAN H EC 12	Family Relationships	CHILD & FAM IN COMMUNITY
CAN H EC 14	Child Development	CHILD GROWTH & DEV

Ohlone College
43600 Mission Blvd, Fremont, CA 94538
District: Fremont-Newark CCD

Designated Contact: **Betty Clamp, Department Head**
Phone 510-659-5095 **Fax** 510-659-6235
E Mail

Program or Course		Certificate(s)	Degree	Coordinator/ Director	Division/ Department	Telephone (W) Fax (F) E-Mail (E)	Number of Faculty		Number of Students Majoring in Program
TOP Code	Program Title						Full	Part	
1302 00	Int Des	Interior Design	Interior Design	Denise Owen, Dept Head	Fine Arts	W 510-659-5094	1	1	25
1305 10	Early Childhood Studies	Early Childhood Studies	Early Childhood Studies	Barbara Burri, Dept Head	Human Services	W 510-659-6047	1	10	75
1306 00	Nutrition Prog Asst	Nutrition Program Assistant	Nutrition Program Assistant	Betty Clamp, Dept Head	Human Services	W 510-659-5095	1	3	50
1306 00	Exercise Nutrition	Exercise Nutrition	Exercise Nutrition	Betty Clamp, Dept Head	Human Services	W 510-659-5095	1	3	50

CAN Number	Generic Title	College Title
CAN H EC 2	Nutrition	CFS 109
CAN H EC 6	Textiles	CFS 122
CAN H EC 8	Principles of Food	CFS 105 A, B
CAN H EC 10	Principles of Clothing Construction	CFS 118 A, B
CAN H EC 18	Interior Design Fundamentals	CFS 140
CAN H EC 20	Fashion Selection	CFS 113, FM 113

Orange Coast College
2701 Fairview Road, Costa Mesa, CA 92626
District: Coast CCD

Designated Contact: **Susan Coleman, Instructional Unit Assistant, Cons. Health Sci.**
Phone 714-432-5841 **Fax** 714-432-5609
E Mail

Program or Course		Certificate(s)	Degree	Coordinator/ Director	Division/ Department	Telephone (W) Fax (F) E-Mail (E)	Number of Faculty		Number of Students Majoring in Program
TOP Code	Program Title						Full	Part	
1301.00	Fam. Con. Sci.		Family & Consumer Science	Pat Mogan	Consumer & Health Sciences	W 714-432-5756 F 714-432-5609		1	20
1302.00	Interior Design		Interior Design	Susan Coleman, Program Coodinator	"	W 714-432-5841	3	7	150
1303.10	Fashion	Costume		Chris Amaral, Program Coordinator	"	W 714-432-5841	1	11	350
1303.10	Fashion	Dressmaking		Chris Amaral, Program Coordinator	"				
1303.10	Fashion	Image/Fashion Cons.		Chris Amaral, Program Coordinator	"				
1303.10	Fashion	Fashion Design		Chris Amaral, Program Coordinator					
1303.20	Fash. Mer.	Fashion Merch.		Carol Garner	Business Education	W 714-432-5570 F 714-432-5609	1		30
1304.00	Fam. Con. Sci.	Personal Res. Mgt. Home Mgt.		Pat Mogan	Consumer & Health Sciences				
1305.10	ECE	Preschool Teacher Infant/Toddler Teacher Early Primary Classroom Aide Early Childhood Admin. School Age Child Care Early Childhood in Home Caregiver	Early Childhood Early Childhood Early Childhood	Mary Belcher, Instructor	"	W 714-432-5067 F 714-432-5534	2	15	600
1306.00	Food/Nutrition	Food Science		Jill Golden	"	W 714-432-5835 x26	1	2	30
1306.00	Nutrition Ed.	Nutrition Education	Nutrition Education	Eleanor Huang	"	W 714-432-5835 x26	1	5	30
1306.10	FSM	FSM/Fast Food FSM/Inst. School Food Serv., FSM/Rest.		Dan Beard, Program Coord./Hospitality	"	W 714-32-5835 x27	3	7	120
1306.30	Baking	FSM Catering		Dan Beard	"	W 714-432-5835 x27		2	75
1306.30	Catering	Cul. Arts, Basic, Adv.	Culinary Arts	Dan Beard	"			1	30
1306.30	Cul. Arts	Cook Apprentice		Dan Beard	"		3	7	180
1307.00	Hotel Mgt.	Hotel Operations, Adv.	Hotel Managment	Brenda Shine Program Coord. Hotel	"	W 714-432-5835 x28	1		100

Orange Coast College
2701 Fairview Road, Costa Mesa, CA 92626
District: Coast CCD

Designated Contact: Susan Coleman, Instructional Unit Assistant, Cons. Health Sci.
Phone 714-432-5841 **Fax** 714-432-5609
E Mail

CAN Number	Generic Title	College Title
CAN H EC 2	Nutrition	FN 170
CAN H EC 6	Textiles	FASH 110
CAN H EC 8	Principles of Food	FN 180
CAN H EC 10	Principles of Clothing Construction	FASH 180
CAN H EC 14	Child Development	HMDV 180
CAN H EC 16	Life Management	LIFE MGT
CAN H EC 18	Interior Design Fundamentals	IDNS 140
CAN H EC 20	Fashion Selection	FASH 170

Oxnard College
4000 South Rose Avenue, Oxnard, CA 93033
District: Ventura County CCD

Designated Contact: **Jeri Lupton, Child Development**
Phone 805-986-5800 **Fax** 805-986-5806
E Mail

Program or Course TOP Code	Program Title	Certificate(s)	Degree	Coordinator/ Director	Division/ Department	Telephone (W) Fax (F) E-Mail (E)	Number of Faculty Full	 Part	Number of Students Majoring in Program
1305 10	Child Dev	Child Development	Child Development	Jen Lupton, Instructor	Social Science	805 986-5801	1		
1306 10	Rest Mgt	Restaurant Mgt	Hotel and Restaurant Management	Tany Burke, Division Dean	Business/Tech / Public Service	805-986-5824	1	3	
1306 30	Cul Arts	Culinary Arts						2	
1307 00	Hotel Mgt	Hotel Management						1	
1399 00	Fam Day Care	Family Day Care						2	
1399 00	Foster Parent Training	Foster Parent Training						2	

CAN Number	Generic Title	College Title
CAN H EC 2	Nutrition	NONE

Palo Verde College
811 West Chanslorway, Blythe, CA 92225
District: Palo Verde CCD

Designated Contact: **Robert Wilmoth, Dean, Instruction**
Phone 619-922-6168 **Fax** 619-922-0230
E Mail

Program or Course		Certificate(s)	Degree	Coordinator/ Director	Division/ Department	Telephone (W) Fax (F) E-Mail (E)	Number of Faculty		Number of Students Majoring in Program
TOP Code	Program Title						Full	Part	
1303.10	Fash. Des	Custom Sewing & Alterations		None	Instruction		0	0	0
1305.10	Child Dev		AS. Child Dev	Don Kuykendall, Director				3	30

CAN Number	Generic Title	College Title
CAN H EC 2	Nutrition	None

Palomar College
1140 West Mission, San Marcos, CA 92069
District: Palomar CCD

Designated Contact: **Margaret Gunther, Chair, Family & Consumer Sciences**
Phone 619-744-1150 **Fax** 619-591-9108
E Mail

Program or Course		Certificate(s)	Degree	Coordinator/ Director	Division/ Department	Telephone (W) Fax (F) E-Mail (E)	Number of Faculty		Number of Students Majoring in Program
TOP Code	Program Title						Full	Part	
1301 00	Family & Con. Sci	FCS - General	FCS - General	Margaret Gunther Dept. Chair/FCS	Voc. Tech/FCS	See above	1	2	0
1302 00	Int. Des.	Interior Design	Interior Design	Lon Graham	-	W 619-744-1150 x 2349	1	3	25
1303 10	Fashion Design	Fashion Design	Fashion Design	Nancy Galli	-		1	8	25
1303 20	Fashion Merchandising	Fashion Merchandising	Fashion Merch	Nancy Galli	-		1	2	35
1305 10	Child Dev	Child Development	Child Development	Mary Ann Giardina-Rodgers Dept. Chair/CHDV	Human Arts/Sc	W 619-744-1150 x 2206	4	7	45
1306 10	Inst. Food Service	School Food Service	School Food Service	Margaret Gunther	Voc. Tech/FCS		1	2	15
1306 20	Inst. Food Service	Dietetic Service Sup	Dietetic Service Sup	Margaret Gunther	-		1	3	25

CAN Number	Generic Title	College Title
CAN H EC 2	Nutrition	FCS 165, FCS 160, FCS 20
CAN H EC 6	Textiles	FASH 110, FASH 23
CAN H EC 10	Principles of Clothing Construction	FASH 135, FASH 31
CAN H EC 12	Family Relationships	FCS 105, FCS 5
CAN H EC 18	Interior Design Fundamentals	ID 51
CAN H EC 20	Fashion Selection	FASH 105, FASH 22

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Pasadena City College
1570 East Colorado Blvd., Pasadena, CA 91106
District: Pasadena Area CCD

Designated Contact: Susan Carreon, Dean, Econ. Dev./Voc. Ed.
Phone 818-585-7301 **Fax**
E Mail

Program or Course		Certificate(s)	Degree	Coordinator/ Director	Division/ Department	Telephone (W) Fax (F) E-Mail (E)	Number of Faculty		Number of Students Majoring in Program
TOP Code	Program Title						Full	Part	
1302.00	Interior Design	Certificate		Linda Malm, Art Dept. Chair R118	Art				
1303.00	Fashion	Certificate		Jennifer Orsini Karlene Cunningham R201	Business				
1305.10	ECE	Early Childhood Education	Associate	Linda Stroud, Coordinator	Social Science	W 818-585-7404	1	4	350
1306.00	Food Services	Certificate		Michael Petite	Engineering & Technology				
	Non Credit Courses								
	Cons / Homemaking Education			Nino Valmassoi Parent & Cons. Ed. C117					
	Industrial Sewing			Marina Hinds Community Skills Ctr. 325 S. Oak Knoll Pasadena CA 91101					

CAN Number	Generic Title	College Title
CAN H EC 10	Principles of Clothing Construction	FASH 1A

Porterville College
100 East College Ave., Porterville, CA 93257
District: Kern CCD

Designated Contact: Prudy Tanner, Director, Child Development Program
Phone 209-781-3130 **Fax** 209-784-4779
E Mail

Program or Course		Certificate(s)	Degree	Coordinator/ Director	Division/ Department	Telephone (W) Fax (F) E-Mail (E)	Number of Faculty		Number of Students Majoring in Program
TOP Code	Program Title						Full	Part	
1305.10	Child Development	Pre-school Teacher Children's Center Instructional Permit	Child Development	Prudy Tanner	Social Science	209-781-3130 x 120	1	6	18

CAN Number **Generic Title** **College Title**

Rancho Santiago College
Seventeeth at Bristol, Santa Ana, CA 92706
District: Rancho Santiago CCD

Designated Contact: **Karen Conrad, Chair, Family & Consumer Studies Department**
Phone 714-564-6842 **Fax** 714-564-6379
E Mail

Program or Course		Certificate(s)	Degree	Coordinator/ Director	Division/ Department	Telephone (W) Fax (F) E-Mail (E)	Number of Faculty		Number of Students Majoring in Program
TOP Code	Program Title						Full	Part	
1300 00	FCS	FCS	FCS Transfer	Karen Conrad	Family & Consumer Studies	W 714-564-6842 F 714-564-6379			
1303 10	Fashion	Fashion Design, Computer Design, Costume and Tailoring,	Fashion Design	Karen Conrad	-		1	12	240
1303 20	Fashion	Fashion Merchandising Image Consulting	Fashion Merchandising	Karen Conrad	-		1	12	240
1305 10	Human Dev	Yes	Yes	Gloria Guzman	Human Development		1	5	160
1306 30	Culinary	Catering and Event Planning		Karen Conrad	Family & Consumer Studies		1	12	240
1306 40	Nutrition		Dietitic Transfer	Karen Conrad	-		1	12	240

CAN Number **Generic Title** **College Title**

Redwoods, College of the
7351 Tompkins Hill Road, Eureka, CA 95501
District: Redwoods CCD

Designated Contact: **George Waldheim, Dean, Business & Technology**
Phone 707-445-6875 **Fax** 707-441-5913
E Mail waldheim@mail.redwoods.cc.ca.us

Program or Course		Certificate(s)	Degree	Coordinator/ Director	Division/ Department	Telephone (W) Fax (F) E-Mail (E)	Number of Faculty		Number of Students Majoring in Program
TOP Code	Program Title						Full	Part	
1305.10	ECE	ECE Cert. of Achievement	AS Degree in ECE	Sydney Larson, Director, Child Development Center	Social & Behavioral Science Department Humanities Division	W 707-445-6775 F 707-445-6990	05	4.0	

CAN Number **Generic Title** **College Title**

Rio Hondo Community College
3600 Workman Mill Road, Whittier, CA 90601
District: Rio Hondo CCD

Designated Contact: Tony Nevarez, Dean, Social Science Division
Phone 310-908-3430 **Fax** 310-699-7386
E Mail tnevarez@rh.cc.ca.us

Program or Course		Certificate(s)	Degree	Coordinator/ Director	Division/ Department	Telephone (W) Fax (F) E-Mail (E)	Number of Faculty		Number of Students Majoring in Program
TOP Code	Program Title						Full	Part	
1310.00	Child Dev	Early Childhood Ed	AS in ECE	Janet Kelley, Instructor	Business/Social Science	W 310-908-3431 F 310-699-7386	2	4	245

CAN Number	Generic Title	College Title
CAN H EC 2	Nutrition	NONE

Riverside Community College
4800 Magnolia Avenue, Riverside, CA 92506
District: Riverside CCD

Designated Contact: **Cheryl Roberts, Dean, Early Childhood Studies**
Phone 909-222-8430 **Fax** 909-222-8036
E Mail

Program or Course		Certificate(s)	Degree	Coordinator/ Director	Division/ Department	Telephone (W) Fax (F) E-Mail (E)	Number of Faculty		Number of Students Majoring in Program
TOP Code	Program Title						Full	Part	
1302.00	Interiors	None	None	Todd Wales, Dept. Chr	Applied Technology	W 909-222-8490 F 909-222-8036	0	0	
1303.00	Fashion	None	None	-	-		0	0	
1304.00	Life Mgt	None	None	-	-		0	0	
1305.10	Lifespan	Early Childhood Studies	Early Childhood Studies	Cheryl Roberts, Dean Early Childhood Studies	Early Childhood Studies	W 909-222-8430 F 909-222-8036	2	16	212
1306.00	Nut./Food	None	None	Todd Wales, Dept. Chr	Applied Technology		0	3	
1306.30	Cul. Arts	None	None	-	-		0	1	

CAN Number	Generic Title	College Title
CAN H EC 2	Nutrition	H EC 4, NUT
CAN H EC 8	Principles of Food	H EC 1
CAN H EC 10	Principles of Clothing Construction	H EC 12
CAN H EC 12	Family Relationships	SOC 12
CAN H EC 14	Child Development	ECS 20, H EC 7

Sacramento City College **Designated Contact:** **Ava Craig-Waite, Chair, Department**
3835 Freeport Blvd., Sacramento, CA 95822 **Phone** **Fax**
District: Los Rios CCD **E Mail**

Program or Course		Certificate(s)	Degree	Coordinator/ Director	Division/ Department	Telephone (W) Fax (F) E-Mail (E)	Number of Faculty		Number of Students Majoring in Program
TOP Code	Program Title						Full	Part	
		Did Not Respond							

CAN Number **Generic Title** **College Title**

Saddleback College
28000 Marguerite Pkwy, Mission Viejo, CA 92692
District: Saddleback CCD

Designated Contact: **Margaret Gritton, Chair, Consumer & Family Resources Dept.**
Phone 714-582-4548 **Fax** 714-347-9004
E Mail

Program or Course		Certificate(s)	Degree	Coordinator/ Director	Division/ Department	Telephone (W) Fax (F) E-Mail (E)	Number of Faculty		Number of Students Majoring in Program
TOP Code	Program Title						Full	Part	
1300 0	Cons. & Fam. Res	Consumer Services	Consumer Services		Technology & App Science/FCS		1		13
1300 0	Cons. & Fam. Res	Home Economics	Home Economics				1		13
1302 0	Int. Design	Int. Des. Home Furn.	Interior Design Home Furnishings	Arlene Thomas, Dept. Chair		W 714-582-4615	2	7	138
1303 0	Clothing & Textiles	Fashion Des Custom Dressmaking Adv. Fashion Des Dressmaking/Color/Image Cons Prof. Sewing Home Furn.	Fashion Design Custom Dressmaking Adv. Fashion Design Dress/Color/Image Cons. Prof. Sewing Home Furn.	Margaret Gritton, Dept. Chair		W 714-582-4548 F 714-347-9004	1	5	163
1303 0	Fashion Merch	Fashion Merch Color/Wardrobe Cons Fash. Modeling Visual Fash. Merch Fashion Reporting	Fashion Merch Color/ Wardrobe Consult. Fashion Modeling Visual Fashion Mer. Fashion Reporting	Nancy Kessler, Prof Margaret Gritton, Dept. Chair		W 714-582-4617 W 714-582-4548 F 714-347-9004	2		75
1305 0	Hum. Dev	Child Dev., EC Infant/Toddler, School Age	Child Dev Teacher Asst Foods	Sherry Nicolson, Dept. Chair	Social & Beh. Human Dev. Dept	W 714-582-4730 F 714-347-1663	2	15	500
1305 0	Hum. Dev	Educational Assistant							
1306 0	Food/Nut	Foods	Foods	Barbara Gershman, Prof	Tech. & App. Science	W 714-582-4598 F 714-347-9004	1	4	63
1306 0	Food/Nut	Catering/Food Service							
1306 0	Food/Nut	Nutrition	Nutrition	Margaret Gritton, Dept. Chair	CFR		1	6	125

CAN Number	Generic Title	College Title
CAN H EC 2	Nutrition	FN 50
CAN H EC 6	Textiles	CT 31
CAN H EC 8	Principles of Food	FN 110
CAN H EC 10	Principles of Clothing Construction	CT 110
CAN H EC 12	Family Relationships	SOC 10
CAN H EC 14	Child Development	PSYC 7, HD 7
CAN H EC 18	Interior Design Fundamentals	ID 110
CAN H EC 20	Fashion Selection	CT 140

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San Bernardino Valley College **Designated Contact:** **Juliann Martin, Chair, Family & Consumer Sciences Dept.**
701 South Mt. Vernon Ave, San Bernardino, CA 92399 **Phone** 909-888-6511, ext.1503 **Fax**
District: San Bernardino CCD **E Mail**

Program or Course		Certificate(s)	Degree	Coordinator/ Director	Division/ Department	Telephone (W) Fax (F) E-Mail (E)	Number of Faculty		Number of Students Majoring in Program
TOP Code	Program Title						Full	Part	
1301.00	FCS trans		Fam. Cons. Sc. AA	Juliann Martin	Science, FCS		2	2	5
1303.30	Fashion	Fashion Merchandising	Fashion Merchandising	Susan Shimoff	Science, FCS		1	1	15
1305.10	Child Dev	Child Development Preschool, Infant, School Age, Day Care	Child Dev. AA	Juliann Martin	Science, FCS, Child Development		4	15	200
1306.10	Rest. Mgt	Restaurant Mgt.	Restaurant Mgt.	Bob Baldwin	Business		2	1	40
1306.20	Dietetics	Dietetic Aide	Dietetic Tech	Juliann Martin	Science, FCS		1	2	20

CAN Number	Generic Title	College Title
CAN H EC 2	Nutrition	FCS 162
CAN H EC 6	Textiles	FCS 140, FCS 146
CAN H EC 8	Principles of Food	FCS 160
CAN H EC 10	Principles of Clothing Construction	FCS 130
CAN H EC 14	Child Development	CD 105
CAN H EC 16	Life Management	FCS 110
CAN H EC 18	Interior Design Fundamentals	FCS 180
CAN H EC 20	Fashion Selection	FCS 148, FCS 144

San Diego City College
1313 12th Avenue, San Diego, CA 92101
District: San Diego CCD

Designated Contact: **Gloria Lyon, Chair, Child Development Department**
Phone 619-230-2648 **Fax** 619-230-2063
E Mail

Program or Course		Certificate(s)	Degree	Coordinator/ Director	Division/ Department	Telephone (W) Fax (F) E-Mail (E)	Number of Faculty		Number of Students Majoring in Program
TOP Code	Program Title						Full	Part	
1305.1	Child Dev	Child Development	Child Development	Gloria Lyon, Dept. Chair	Child Development	W 619-230-2648 F 619-230-2063	2	6	

CAN Number	Generic Title	College Title
CAN H EC 2	Nutrition	NUTR 150
CAN H EC 6	Textiles	CONF 140
CAN H EC 8	Principles of Food	NUTR 160
CAN H EC 10	Principles of Clothing Construction	FASH 130
CAN H EC 12	Family Relationships	CHIL 141
CAN H EC 14	Child Development	CHIL 101
CAN H EC 20	Fashion Selection	FASH 125

San Diego Continuing Education
5350 University Ave., San Diego, CA 92105
District: San Diego CCD

Designated Contact: **Marjorie Howe, Professor, Home Economics**
Phone 619-265-3464 **Fax** 619-265-3470
E Mail mh@sdccd.cc.ca.us

Program or Course TOP Code	Program Title	Certificate(s)	Degree	Coordinator/ Director	Division/ Department	Telephone (W) Fax (F) E-Mail (E)	Number of Faculty Full	 Part	Number of Students Majoring in Program
1302 00	Intenor Design			Marjorie Howe	Home Economics	W 619-265-3464 F619-265-3470	1	15	
1303 00	Fashion (14 courses)							1	
1303 30	Occupational Sewing Upholstery							14	
1304 00	Life Management (11 courses)						1	13	
1305 00	Parent Ed (8 courses)							1	
1305 00	Family Relations (1 course)							5	
1305 00	Childbirth (1 course)								
1306 00	Nutrition & Food (9 courses)						1	10	
1306 10	Food Handler (1 course)							3	
1306 30	Culinary Arts (1 course)							1	
1399 00	Other Consumer Ed & Home Econ							2	

CAN Number **Generic Title** **College Title**

San Diego Ed. Cultural Complex
4343 Ocean View Blvd., San Diego, CA 92113-5229
District: San Diego CCD

Designated Contact: James R. Smith, Associated Dean, Occ. Ed.
Phone 619-527-5229 **Fax**
E Mail

Program or Course		Certificate(s)	Degree	Coordinator/ Director	Division/ Department	Telephone (W) Fax (F) E-Mail (E)	Number of Faculty		Number of Students Majoring in Program
TOP Code	Program Title						Full	Part	
		Courses offered through San Diego City College and San Diego Continuing Education, see pages 85 and 86							

CAN Number **Generic Title** **College Title**

San Diego Mesa College **Designated Contact:** **Dr. E. Casey, Dean, Consumer Studies**
7250 Mesa College Dr., San Diego, CA 92111 **Phone** 619-627-2789 **Fax**
District: San Diego CCD **E Mail**

Program or Course		Certificate(s)	Degree	Coordinator/ Director	Division/ Department	Telephone (W) Fax (F) E-Mail (E)	Number of Faculty		Number of Students Majoring in Program
TOP Code	Program Title						Full	Part	
1302 00		Interior Design		Lou Ann Gibson, Dept. Chair Pat Silver & Mimi Moore	Consumer Studies	W 619-627-2931	2		
1303 00		Fashion Consultant							
1303 10		Fashion Design							
1303 20		Fashion Merchandising							
1303 30		Textiles							
1304 00	Fin. Mgt	Consumer Resource Management							
1305 10	Life Mgt	Child Development	Child Development	Sandra Holland Karen Lowe Shirley Junior		W 619-627-2931 W 619-627-2812	3		
1306 00		Consumer & Nutrition Studies		Christine DuPraw	Consumer Studies		1		
1306 00		Nutrition							
1306 40		Nutrition & Fitness		Elizabeth Chu			1		
1399 00	Work Experience	Food Service Occupations		Karl Engstrom, Dept. Chair	Food Service Management	W 619-627-2438			

CAN Number **Generic Title** **College Title**

496

495

San Diego Miramar College **Designated Contact:** **Berta Curaton, Dean**
10440 Black Mountain Road, San Diego, CA 92126 **Phone** 619-536-7812 **Fax** 619-536-7352
District: San Diego CCD **E Mail**

Program or Course TOP Code	Program or Course Program Title	Certificate(s)	Degree	Coordinator/ Director	Division/ Department	Telephone (W) Fax (F) E-Mail (E)	Number of Faculty Full	Number of Faculty Part	Number of Students Majoring in Program
1305.00	Child Development			Sally Nainen	Child Development	W 619-536-7220	2	5	110

CAN Number **Generic Title** **College Title**

San Francisco, City College of
50 Phelan Avenue, San Francisco, CA 94112
District: San Francisco CCD

Designated Contact: Sandra Ericson, Chair, Consumer Arts & Sciences
Phone 415-239-3588 **Fax**
E Mail

Program or Course		Certificate(s)	Degree	Coordinator/ Director	Division/ Department	Telephone (W) Fax (F) E-Mail (E)	Number of Faculty		Number of Students Majoring in Program
TOP Code	Program Title						Full	Part	
1302 00	Interior Design			Kay Cousineau	Architecture Dept	W 415-239-3265			
1303 00	Fashion Merch			Diane Green	Business Dept	W 415-239-3224			
1303 00	Cons. Arts & Science	Consumer Arts & Science		Sandra Ericson	Consumer Arts & Sciences	W 415-239-3588	1	11	200
1305 10	Child Dev. ECE	Child Development, ECE	A A	Stephen Rico, Chair	Child Development	W 415-239-3172	9	19	1,000
1305 30	Geriatric Home Health Aide	Geriatric Home Health Aide		Evelyn Massey-Porter, Chair	Geriatric Home Health Aide Program	W 415-561-1912	1		N/A
1306 00	Nutrition			Ed Bedecarrax, Chair	Biology	W 415-239-3645			
1306 00	Hotel & Restaurant			Frank Ambrozic, Chair	Hotel/Restaurant Dept	W415-239-3154			
	Non Credit								
	Consumer Education			May Fong, Chair		W 415-561-1914			
	Older Adults/Seniors			Terry Bloom		W 415-550-4415			
	Community Service					W 415-561-1840			

CAN Number	Generic Title	College Title
CAN H EC 2	Nutrition	NUT 12, CASC 20
CAN H EC 4	Principles of Design	FASH DES
CAN H EC 6	Textiles	CASC 22
CAN H EC 8	Principles of Food	CASC 24A
CAN H EC 10	Principles of Clothing Construction	CASC 15A
CAN H EC 12	Family Relationships	PSYC 20, CDEV 67, IA 67
CAN H EC 14	Child Development	PSYC 40, CDEV 53, IA 53
CAN H EC 18	Interior Design Fundamentals	CASC 18A
CAN H EC 20	Fashion Selection	BUS 143A

San Joaquin Delta Community College
5151 Pacific Avenue, Stockton, CA 95207
District: San Joaquin Delta CCD

Designated Contact: **Hazel Hill, Chair, Family, Cons. & Health Sci. Division**
Phone 209-474-5516 **Fax** 209-474-5600
E Mail hhill@ms.sjdccd.ccca.us

Program or Course		**Certificate(s)**	**Degree**	**Coordinator/ Director**	**Division/ Department**	**Telephone (W) Fax (F) E-Mail (E)**	**Number of Faculty**		**Number of Students Majoring in Program**
TOP Code	**Program Title**						**Full**	**Part**	
1301 00	Cons Ed & Home Ec	Home Economics	AA in Family and Consumer Education	Dolores Washington, Carol Thomas, Joan Ray, Instructors	Fam & Cons Health & Sciences	W 209-474-5516 F 209-474-5600	3	6	
1302 00	Interiors	Interior Design	"	Hazel Hill, Div Chair	"	W 209-474-5516 F 209-474-5600	0	4	
1303 00	Fashion	Apparel Design, Fashion Merch	"	Leslie Asfour, Inst	"	W 209-474-5516 F 209-474-5600	1	5	
1305 00	Child Dev	Basic Early Childhood Adv Early Childhood Family Day Care Prov	"	Tena Carr, Linda Stoner, Vivian Harper, Pam Mekjavich Instructors	"	W 209-474-5516 F 209-474-5600	4	15	
1305 00	Foster Care Education	Group of Credit & Non -Credit Courses	"	Carol Hatch	"	W 209-474-5516 F 209-474-5600	0	10	
1306 20	Dietetics	Dietetic Service Sup	"	Staff	"	W 209-474-5516 F 209-474-5600	1	0	
1306 30	Cul Arts	Basic Culinary Arts Advanced Culinary Arts	"	Char Britto, John Britto, Instructors	"	W 209-474-5516 F 209-474-5600	2	1	

CAN Number	**Generic Title**	**College Title**
CAN H EC 2	Nutrition	H EC 2
CAN H EC 6	Textiles	H EC 5
CAN H EC 8	Principles of Food	H EC 9
CAN H EC 10	Principles of Clothing Construction	H EC 6A
CAN H EC 12	Family Relationships	H EC 36
CAN H EC 14	Child Development	H EC 21
CAN H EC 16	Life Management	H EC 4
CAN H EC 18	Interior Design Fundamentals	H EC 7
CAN H EC 20	Fashion Selection	H EC 35A
CAN H EC 22	Fashion Industry and Marketing	H EC 40

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San Jose City College
2100 Moorpark Ave., San Jose, CA 95128
District: San Jose CCD

Designated Contact: Robert Schirrmacher,
Phone
Fax 408-286-2052
E Mail

Program or Course		Certificate(s)	Degree	Coordinator/ Director	Division/ Department	Telephone (W) Fax (F) E-Mail (E)	Number of Faculty		Number of Students Majoring in Program
TOP Code	Program Title						Full	Part	
		Did Not Respond							

CAN Number **Generic Title** **College Title**

San Mateo, College of **Designated Contact:** **Grace Sonner, Dean, Business and Creative Arts**

1700 West Hillsdale Blvd, San Mateo, CA 94402 **Phone** 415-574-6444 ext.6289 **Fax**

District: San Mateo CCD **E Mail**

Program or Course		Certificate(s)	Degree	Coordinator/ Director	Division/ Department	Telephone (W) Fax (F) E-Mail (E)	Number of Faculty		Number of Students Majoring in Program
TOP Code	Program Title						Full	Part	
1306.00	Nutrition							2	

CAN Number **Generic Title** **College Title**

Santa Barbara City College
721 Cliffe Drive, Santa Barbara, CA 93109
District: Santa Barbara CCD

Designated Contact: Diana Sloane, Dean, Academic Affairs
Phone **Fax**
E Mail

Program or Course		Certificate(s)	Degree	Coordinator/ Director	Division/ Department	Telephone (W) Fax (F) E-Mail (E)	Number of Faculty		Number of Students Majoring in Program
TOP Code	Program Title						Full	Part	
		Did Not Respond							

CAN Number **Generic Title** **College Title**

Santa Monica College
1900 Pico Blvd., Santa Monica, CA 90405
District: Santa Monica CCD

Designated Contact: Margaret Smith, Home Economics
Phone
Fax 310-599-7990
E Mail

Program or Course		Certificate(s)	Degree	Coordinator/ Director	Division/ Department	Telephone (W) Fax (F) E-Mail (E)	Number of Faculty		Number of Students Majoring in Program
TOP Code	Program Title						Full	Part	
1303	Fashion			Fereshteh Mobasheri					
1305	Child Development			Lupita Tannatt					
1306	Foods			Audrey Roche					
1306	Nutrition			Cindy Gonzalez					

CAN Number **Generic Title** **College Title**

Santa Rosa Junior College **Designated Contact:** **Bonnie Panizzera, Chair, Consumer Family Studies Dept.**

1501 Mendocino Ave., Santa Rosa, CA 95401 **Phone** 707-527-4258 **Fax**

District: Sonoma County Junior CD **E Mail**

Program or Course		Certificate(s)	Degree	Coordinator/ Director	Division/ Department	Telephone (W) Fax (F) E-Mail (E)	Number of Faculty		Number of Students Majoring in Program
TOP Code	Program Title						Full	Part	
		Did Not Respond							

CAN Number **Generic Title** **College Title**

Sequoias, College of
915 South Mooney Blvd, Visalia, CA 93277
District: Sequoias CCD

Designated Contact: Barbara Reynolds, Chair, Consumer/Family Studies Div.
Phone 209-737-4810 **Fax** 209-730-3894
E Mail

Program or Course		Certificate(s)	Degree	Coordinator/ Director	Division/ Department	Telephone (W) Fax (F) E-Mail (E)	Number of Faculty		Number of Students Majoring in Program
TOP Code	Program Title						Full	Part	
1303 00	Fashion	Fashion Design, Fashion Merch	C/FS, AA/AS	Debb Campbell, Sarah Fisher	CFS	W 209-737-4812 F 209-730-3894	1	3	15 18
1304 00	Life Management	None		Debb Campbell	CFS		1		
1305 10	Child Development	Child Development	C/FS, AA/AS	Susan Audino Kristi Cone Paulette Kitchel	CFS	W 209-737-4810 W 209-737-4811 W 209-730-3918 F 209-730-3894	3	10	300
1306 00	Food Services/ Nutrition	Food Services	C/FS AA/AS	Millie Owens, Barbara Reynolds	CFS	H 209-730-3845	1	13	25

CAN Number	Generic Title	College Title
CAN H EC 2	Nutrition	NUT/FOOD 18, NUT 18
CAN H EC 4	Principles of Design	CFS 6, CFS 7, ART 6, ART 7, HE6A, HE 6B, ART 6A, ART 6B
CAN H EC 6	Textiles	FASH 76, HE 3
CAN H EC 8	Principles of Food	NUT/FOOD 101, HE 10A
CAN H EC 10	Principles of Clothing Construction	FASH 169A, HE 21A
CAN H EC 12	Family Relationships	CFS 126, SOC126, HE26, SOC26
CAN H EC 14	Child Development	CHILD DEV 39, PSYCH 39, HE 39
CAN H EC 20	Fashion Selection	FASH 175, HE 20

Shasta College
P. O. Box 496006, Redding, CA 96019
District: Shasta - Tehama - Trinity Joint CCD

Designated Contact: Joan Bosworth, Home Economics Program
Phone 916-225-4600 **Fax** 916-225-4990
E Mail

Program or Course		Certificate(s)	Degree	Coordinator/ Director	Division/ Department	Telephone (W) Fax (F) E-Mail (E)	Number of Faculty		Number of Students Majoring in Program
TOP Code	Program Title						Full	Part	
1305	Early Childhood Education		AA Degree, Early Childhood Education	Eve-Marie Arce, Instructor	Human Development	W 916-225-4600 F 916-225-4900	3	8	15
1306	Culinary Arts		AA Degree, Culinary Arts						

CAN Number **Generic Title** **College Title**

Sierra Community College
5000 Rocklin Road, Rocklin, CA 95677
District: Sierra Joint CCD

Designated Contact: Roselene Kelley, Instructor, Human Environmental Sciences
Phone 916-624-3333, ext. 2892 **Fax** 916-781-0455
E Mail kelley_ro@email.sierra.cc.ca.us

Program or Course		Certificate(s)	Degree	Coordinator/ Director	Division/ Department	Telephone (W) Fax (F) E-Mail (E)	Number of Faculty		Number of Students Majoring in Program
TOP Code	Program Title						Full	Part	
1302.00	Interior Design	Interior Design	Interior Design AA/AS	Shalita Balckburn	Soc. Sci./HES	W 916-789-2851	0	0	15
1303.10	Apparal Design	Apparal Design & Production	Apparal Design & Production AA/AS	Roselene Kelly	Soc. Sci./HES	W 916-789-2892	0	3	20
1303.20	Fashion Merch	Fashion Merchandising	Fashion Merchandising AA/AS	Roselene Kelly Janet Reed	Soc. Sci./HES	"	0	2	35
1304.00	HES			Clare Dendinger	Soc. Sci./HES	W 916-789-2870	1	0	52
1305.00	Hum. Dev. & Family			Roselene Kelley Shalita Blackburn	Soc. Sci./HES	W 916-789-2892 W 916-789-2851	2	7	N/A
1305.10	EC Dev	ECD Sup. & Instructor	Early Childhood AA/AS	Roselene Kelley Shalita Blackburn	Soc. Sci./HES	" "	2	18	198
1306.00	Nut. & Food			Clare Dendinger	Soc. Sci./HES	W 916-789-2870	1	7	N/A
1306.30	Food Service	Food Service	Food Service, AA/AS	Clare Dendinger	Soc. Sci./HES	"	1	0	N/A
1306.30	Chef App			Clare Dendinger	Soc. Sci./HES	"	0	varies	25

CAN Number	Generic Title	College Title
CAN H EC 2	Nutrition	NUT/FOOD 3, NUT
CAN H EC 6	Textiles	AP DES 3, FASH MR 3
CAN H EC 8	Principles of Food	NUT/FOOD 1
CAN H EC 10	Principles of Clothing Construction	AP DES 4A, AP DES 4
CAN H EC 12	Family Relationships	HUM DEV 21
CAN H EC 14	Child Development	HUM DEV 3
CAN H EC 18	Interior Design Fundamentals	INT DES 1
CAN H EC 20	Fashion Selection	AP DES 2, FASH MR 2

BEST COPY AVAILABLE

Siskiyous, College of
800 College Avenue, Weed, CA 96094
District: Siskiyous Joint CCD

Designated Contact: **Charlotte Olson, Instructor, Voc. Ed. Director/Home Ec.**
Phone 916-938-5269 **Fax** 916-938-5227
E Mail colson@siskiyous.edu

Program or Course		Certificate(s)	Degree	Coordinator/ Director	Division/ Department	Telephone (W) Fax (F) E-Mail (E)	Number of Faculty		Number of Students Majoring in Program
TOP Code	Program Title						Full	Part	
1301 00	Consumer Homemaking	Consumer Homemaking	AA	Charlotte Olson, Inst	Bus & Tech/ HE	W 916-938-5269 F 916-938-5227 E colson@siskiyous.edu	1	0	
1302 00	Interior Design			Charlotte Olson, Inst	Bus & Tech/ HE		1	0	
1303 00	Beg Cloth Const			Charlotte Olson, Inst	Bus & Tech/ HE		0	1	
1305 00	Human Dev	Human Development	AA	Charlotte Olson, Inst	Bus & Tech/ HE		1	0	
1305 10	ECE	Early Childhood Education	AA	Charlotte Olson, Inst	Bus & Tech/ HE		1	2	50
1306 00	Nutrition/ Creative Meal Planning			Charlotte Olson, Inst	Bus & Tech/ HE		1	0	

CAN Number	Generic Title	College Title
CAN H EC 2	Nutrition	HE 11, BIO 11
CAN H EC 8	Principles of Food	HE 19A
CAN H EC 10	Principles of Clothing Construction	HE 1A
CAN H EC 12	Family Relationships	HE 33, SOC 33
CAN H EC 14	Child Development	HE 6
CAN H EC 16	Life Management	LIFE MGT
CAN H EC 18	Interior Design Fundamentals	HE 35

Skyline College
3300 College Drive, San Bruno, CA 94066
District: San Mateo County CCD

Designated Contact: **Patricia Erickson, Professor, Home Economics**
Phone 415-738-4381 **Fax** 415-738-4104
E Mail

Program or Course		Certificate(s)	Degree	Coordinator/ Director	Division/ Department	Telephone (W) Fax (F) E-Mail (E)	Number of Faculty		Number of Students Majoring in Program
TOP Code	Program Title						Full	Part	
1301 00	CHE	Home Economics	Home Economics	Patricia Erickson	Business	W 415-738-4381 F 415-738-4104	1.37	2	250
1303 00	Fashion	Fashion Merch Image Consulting	Fashion Merch Image Consulting	Rosemary Leach	"	W 415-738-4119	1.6	2	100
1305 10	Child Dev	ECE	ECE	Patricia Erickson	"	See above	.73	2	100

CAN Number	Generic Title	College Title
CAN H EC 2	Nutrition	HEC 310
CAN H EC 6	Textiles	HEC 113, FASH 113
CAN H EC 8	Principles of Food	HEC 320
CAN H EC 12	Family Relationships	HEC 392
CAN H EC 14	Child Development	HEC 212, HEC 213
CAN H EC 18	Interior Design Fundamentals	INTD 110
CAN H EC 20	Fashion Selection	FASH 117, HEC 117

Solano Community College
4000 Suisun Valley Road, Suisun , CA 94585
District: Solano CCD

Designated Contact: **Char Christensen, Home Economics**
Phone 7 4-7000, ext. 410 **Fax** 707-864-0361
E Mail cbishop@solano.cc.ca.us

Program or Course TOP Code	Program Title	Certificate(s)	Degree	Coordinator/ Director	Division/ Department	Telephone (W) Fax (F) E-Mail (E)	Number of Faculty Full	 Part	Number of Students Majoring in Program
1302.00	Interiors	Interior Design	Home Ec. Spec.	Doris Lander, Inst.	Home Economics	W 707-864-7000 x 365		1	25
1303.00	Fash. Des.	Fashion Design	Home Ec. Spec./Fashion Design	Dr. Char Christensen, Inst.	Home Economics	W 707-864-7000 x 410	1	0	50
1303.20	Fash. Mer.	Fashion Merchandising		Peggy Gorbach, Inst.	Home Economics	W 707-864-7000 x 5135	0	1	40
1305.10	ECE	ECE	ECE	Dr. Doyleen McMurtry, Inst.	ECE	W 707-864-7183	3	6	500
1306.00	Nutrition			Nancy DuPuy, Inst.		W 707-864-7000 x 384	2	2	

CAN Number	Generic Title	College Title
CAN H EC 2	Nutrition	NUT 10
CAN H EC 4	Principles of Design	INT DES 50
CAN H EC 6	Textiles	FASH DES 31
CAN H EC 8	Principles of Food	NUT 53
CAN H EC 10	Principles of Clothing Construction	FASH DES 62
CAN H EC 12	Family Relationships	HUM DEV 51
CAN H EC 14	Child Development	HUM DEV 38/39
CAN H EC 20	Fashion Selection	FASH DES 60

Southwestern College
900 Otay Lakes Road, Chula Vista, CA 92010
District: Southwestern CCD

Designated Contact: **Charlotte Erdhal, Dean, Health, Public Service, Phys. Ed. Div.**
Phone 619-482-6352 **Fax** 619-482-6439
E Mail

Program or Course		Certificate(s)	Degree	Coordinator/ Director	Division/ Department	Telephone (W) Fax (F) E-Mail (E)	Number of Faculty		Number of Students Majoring in Program
TOP Code	Program Title						Full	Part	
1305.00		Family - Day Care Provider	Pre School Child Development	Charlotte Erdhal, Div. Dean	Health, Public Service & Physical Education	W 619-421-6700 F 619-482-6439	3	10	
1305.00		Infant - Toddler Teacher Training		"					
1305.00		Preschool Teacher Training	Preschool Teacher Training	"					

CAN Number **Generic Title** **College Title**

Taft College
29 Emmons Park Drive, Taft, CA 93268
District: West Kern

Designated Contact: Leslie Dragoo, Instructor, Early Childhood Education
Phone (805) 763-1618 **Fax** (805) 763-1038
E Mail N/A

Program or Course		Certificate(s)	Degree	Coordinator/ Director	Division/ Department	Telephone (W) Fax (F) E-Mail (E)	Number of Faculty		Number of Students Majoring in Program
TOP Code	Program Title						Full	Part	
1305.10	Early Childhood Education	Early Childhood Education	Early Childhood Education	Leslie Dragoo, Instructor	Social Science	W 805-763-1618 F 805-763-1038	1	2	60

CAN Number **Generic Title** **College Title**

Ventura College
4667 Telegraph Road, Ventura, CA 93003
District: Ventura County CCD

Designated Contact: **Betty True, Chair, Home Economics Department**
Phone 805-654-6400, ext. 1308' **Fax** 805-654-6466
E Mail

Program or Course		Certificate(s)	Degree	Coordinator/ Director	Division/ Department	Telephone (W) Fax (F) E-Mail (E)	Number of Faculty		Number of Students Majoring in Program
TOP Code	Program Title						Full	Part	
1301 00	CHE	Home Economics	Home Economics	Betty True, Dept. Chair	Social Science	W 805-654-6400 x 1308	3	5	
1302 00	Interiors			Betty True, Instructor			1	0	
1303 10	Fash Des	Fashion Design & Merchandising	Fashion Des. & Mer.	Betty True, Instructor			1	2	
1303 20	Fash Mer	Fashion Design & Merchandising	Fashion Des. & Mer.	Betty True, Instructor			1	2	
1305 10	Child Dev	Child Development	Child Development	Tammy Hassell, Inst./Dir., Betty True		W 805-648-8935	2	3	
1306 00	Nut./Food			Betty True, Dept. Chair			0	2	

CAN Number	Generic Title	College Title
CAN H EC 2	Nutrition	HE 10
CAN H EC 8	Principles of Food	HE 9
CAN H EC 10	Principles of Clothing Construction	HE 12A
CAN H EC 12	Family Relationships	HE 22 MARRIAGE AND FAMILY LIFE
CAN H EC 14	Child Development	HE 23 CHILD GROWTH AND DEVELOPMENT
CAN H EC 20	Fashion Selection	HE 18 FASHION SELECTION AND WARDROBE PLANNING

Victor Valley College **Designated Contact:** **Mary Sypkens, Chair, Early Childhood**
18422 Bear Valley Road, Victorville, CA 92392-5849 **Phone** 619-245-4271, Ext 237 **Fax**
District: Victor Valley CCD **E Mail**

Program or Course TOP Code	Program or Course Program Title	Certificate(s)	Degree	Coordinator/ Director	Division/ Department	Telephone (W) Fax (F) E-Mail (E)	Number of Faculty Full	Number of Faculty Part	Number of Students Majoring in Program
1303 00	Fashion			Lani Sanders				5	
1305 10	Child Development	Early Childhood Development	AS Child Development	Mary Sypkens		See above	2	5	
1306 10		Restaurant Management		Dwayne Buckes			1	1	

CAN Number **Generic Title** **College Title**

Vista College
2020 Milvia St., Suite 200, Berkeley, CA 94704
District: Peralta CCD

Designated Contact: **Maureen Knightly, Assistant Dean, Instruction**
Phone **Fax**
E Mail

Program or Course		Certificate(s)	Degree	Coordinator/ Director	Division/ Department	Telephone (W) Fax (F) E-Mail (E)	Number of Faculty		Number of Students Majoring in Program
TOP Code	Program Title						Full	Part	
		Did Not Respond							

CAN Number **Generic Title** **College Title**

West Hills College
300 Cherry Lane, Coalinga, CA 93210
District: West Hills CCD

Designated Contact: **Mike Gilmartin, Associate Dean, Vocational Education**
Phone 209-935-0801 **Fax** 209-935-5655
E Mail

Program or Course		Certificate(s)	Degree	Coordinator/ Director	Division/ Department	Telephone (W) Fax (F) E-Mail (E)	Number of Faculty		Number of Students Majoring in Program
TOP Code	Program Title						Full	Part	
1305.10	Child Dev	ECE Admin Cert in ECE	ECE	Mike Gilmartin, Assoc. Dean of Voc. Ed.	Vocational Ed		1	4	40

CAN Number **Generic Title** **College Title**

West Los Angeles College
4800 Freshman Dr., Culver City, CA 90230
District: Los Angeles CCD

Designated Contact: Carolyn Wilder, Chair, Family & Consumer Studies Dept.
Phone 310-287-4445 **Fax**
E Mail

Program or Course		Certificate(s)	Degree	Coordinator/ Director	Division/ Department	Telephone (W) Fax (F) E-Mail (E)	Number of Faculty		Number of Students Majoring in Program
TOP Code	Program Title						Full	Part	
1305.10	Child Development	Child Development	AA		Behavioral & Social Sciences		2	5	300
1306.00	Nutrition				Family & Consumer Sciences				

CAN Number **Generic Title** **College Title**

West Valley College
14000 Fruitvale Ave., Saratoga, CA 95070
District: West Valley-Mission CCD

Designated Contact: John Nicholas, Chair, Applied Arts & Sciences Division
Phone 408-741-2110 **Fax** 408-867-5033
E Mail

Program or Course		Certificate(s)	Degree	Coordinator/ Director	Division/ Department	Telephone (W) Fax (F) E-Mail (E)	Number of Faculty		Number of Students Majoring in Program
TOP Code	Program Title						Full	Part	
1302 00	Interiors	Int. Design Cert Adv. Int. Design Cert FIDER Acc. Adv. Cert	AS in Interior Design	Gerald vanSlambrouck Dept. Chair/Inst	Applied Arts & Sciences Div	W 408-741-2416 F 408-741-2145	2	6	265
1303 10	Fash. Des	Fashion Design Cert	AS in Fashion Design	Sally Aitken Dept. Chair/Inst	Applied Arts & Sciences Div	W 408-741-2003 F 408-741-2145	2	4	186
1305 10	Child Dev.	Child Study Cert	AS in Child Study	Judy Camarena Dept. Chair/Inst	Applied Arts & Sciences Div.	W 408-741-2007 F 408-741-2145	5	4	241

CAN Number	Generic Title	College Title
CAN H EC 2	Nutrition	NS1
CAN H EC 6	Textiles	CT4
CAN H EC 8	Principles of Food	FOOD ST 10A, 10B
CAN H EC 10	Principles of Clothing Construction	CT 7, 8
CAN H EC 14	Child Development	CHILD ST 2
CAN H EC 20	Fashion Selection	FM 22

Yuba College **Designated Contact:** **Penny Fredell, Chair, Family & Consumer Studies**
2088 North Beale Road, Marysville, CA 95901 **Phone** 916-741-6926 **Fax** 916-634-7708
District: Yuba CCD **E Mail**

Program or Course		**Certificate(s)**	**Degree**	**Coordinator/ Director**	**Division/ Department**	**Telephone (W) Fax (F) E-Mail (E)**	**Number of Faculty**		**Number of Students Majoring in Program**
TOP Code	**Program Title**						**Full**	**Part**	
				Penny Fredell	Family & Consumer Studies	see above			
				Kay Sims	Family & Consumer Studies	W 916-741-6936 F 916-634-7708 Kaysims@aol.com			
				Anne Kress	ECE	W 916-741-6922			

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CAN Number **Generic Title** **College Title**